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FOR THE

**NORTH CAROLINA
COMMUNITY COLLEGE
SYSTEM**

Eleventh Annual Report

North Carolina Community College System
Planning & Research Section

December 2000



2000 CRITICAL SUCCESS FACTORS

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NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

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Planning & Research

Keith Brown

Associate Vice President

Terry Shelwood, Associate Director
Institutional Assessment

Dr. Larry Gracie, Associate Director
Institutional Effectiveness

Brenda Splawn
Research Technician

Vivian Barrett
Office Assistant

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***CRITICAL SUCCESS FACTORS FOR THE
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM***

Eleventh Annual Report

INTRODUCTION

First mandated by the North Carolina General Assembly in 1989 (S.L. 1989; C. 752; S. 80), the Critical Success Factors Report has evolved into the major accountability document for the North Carolina Community College System. This eleventh annual report on the critical success factors is the result of a process undertaken two years ago to streamline and simplify accountability reporting by the community college system. The purpose of this report is twofold. First, this document is the means by which the community college system reports on performance measures, referred to as core indicators of success, for purposes of accountability and performance funding. Second, this document serves as an evaluation instrument for the System strategic plan.

Core Indicators of Success

In February 1999, the North Carolina State Board of Community Colleges adopted 12 performance measures for accountability. This action was taken in response to a mandate from the North Carolina General Assembly to review past performance measures and define standards of performance to ensure programs and services offered by community colleges in North Carolina were of sufficient quality. In addition, the General Assembly authorized the North Carolina Community College System to implement performance funding based on a subset of those 12 measures.

The 12 performance measures comprise the first of five factors reported in the Critical Success Factors Report. This factor is labeled “Core Indicators of Success,” for it captures the essential elements of the mission of all community colleges in North Carolina. The measures focus primarily on student success and serve as the System’s major public accountability tool.

System Strategic Plan

Under the leadership of President H. Martin Lancaster, the North Carolina Community College System embarked on a strategic planning process in January 1998. The purpose of the process was to develop a strategic plan that would focus the efforts of the system on a set

of strategic initiatives. The strategic plan is the vehicle that sets the strategic direction for the System and guides the development of the biennial budget requests.

The purpose of factors two through five of the Critical Success Factors Report is to monitor the progress of the system in achieving the objectives in the strategic plan and to report these achievements. The measures that comprise these factors are the evaluation of the strategic plan objectives. Unlike the measures comprising factor one, the measures included in factors two through five will change more frequently as new strategic plan objectives are developed. In addition, the measures in factors two through five are meant to be System measures, rather than individual college measures. When available, individual college data will be presented, but the intended focus of these measures is the success of the System in achieving some predefined level of achievement.

A matrix showing the factors and measures contained in the Critical Success Factors Report can be found on page 3.

Critical Success Factors and Measures, 2000-2001

Factor I: Core Indicators of Student Success	A. Progress of basic skills students (4.1)	B. Passing rates on licensure & certification exams	C. Goal completion for program completers (4.3)	D. Employment status of graduates	E. Performance of college transfer students	F. Developmental course passing rates	G. Success of developmental students in college level courses	H. Student satisfaction	I. Curriculum student progress and success (4.3, 4.4)	J. Employer satisfaction	K. Client satisfaction with customized training	L. Program unduplicated headcount enrollment
Factor II: Workforce Development	A. Percent of high demand occupations encompassed by training programs (1.1)	B. Percent of employers satisfied with NCCCS training programs (1.2)	C. Percent of Tech Prep students enrolling in a community college (1.3)	D. Number of new Associate Degree programs developed with UNC to meet specialized needs (1.4)	E. Number of employers & trainees served by: NEIT, FIT, Small Business Centers, customized training (8.2)	F. Number of individuals completing the train-the-trainer partnership training (6.2)	G. Number of college officials serving on Workforce Develop. Boards and Job Services Employer Committees (6.2)					
Factor III: Diverse Populations Learning Needs	A. Number and percent of dropouts annually served by literacy programs (4.1)	B. Number of GEDs and AHSDs awarded compared to the number of dropouts statewide (4.1)	C. Percent of basic skills students and recent high school graduates enrolling in community colleges (4.2)	D. Unduplicated headcount in English as a Second Language (ESL) (6.1)	E. Number of colleges establishing partnerships to address needs of current and former welfare recipients (6.2)	F. Number of under represented students enrolled per category (6.3)	G. Percent of students receiving financial aid and amount of aid compared with cost of attendance (6.3)	H. Percent of population of service area enrolled (6.3)				
Factor IV: Resources	A. Percent of college libraries meeting ALA standards (11.3)	B. Total dollar amount of budget transfers between program areas made by community colleges (12.2)	C. Average faculty salaries as a percent of the SREB average (2.2)	D. Retention rate for full-time faculty with less than five years experience (2.1)	E. Number of faculty and staff participating in professional development activities (2.3)	F. Percent of facilities meeting the Asatisfactory@ building condition (3.3)	G. Ratio of occupational extension FTE dollar allotment to curriculum FTE dollar allotment (5.2)					
Factor V: Technology	A. Number of participants in internally- contracted professional development activities on technology based competencies (13.1)	B. Number of participants in system sponsored instructional technology conferences (13.2)	C. Number of colleges participating in the NC virtual learning community (14.3)	D. Number of colleges connected to the North Carolina Information Highway (5.1)	E. Number of colleges possessing the FCC license for wireless cable systems (5.1)	F. Number of courses and programs offered via telecourse, wireless cable systems, the Internet, two way video, etc. (5.1)	G. Number of courses offered through the NC virtual learning community (14.3)	H. Enrollment in courses offered through the NC virtual learning community (14.3)				

CRITICAL SUCCESS FACTOR I: CORE INDICATORS OF STUDENT SUCCESS

Beginning in 1993, the State Board of Community Colleges began monitoring performance data on specific measures identified in the Critical Success Factors Report and in the Annual Program Review report. Standards of performance were established for measures that were identified as being critical to ensure public accountability for programs and services.

In 1998, the North Carolina General Assembly directed the State Board of Community Colleges to undertake a review of all performance measures and standards with the intent of ensuring stronger public accountability. Concurrently, the General Assembly directed the State Board of Community Colleges to develop a plan for the implementation of performance funding.

As a result of efforts undertaken by the community college system, a set of 12 performance measures of accountability was adopted in February 1999. Recognizing the importance of these measures in the System's public accountability efforts, the Planning Council decided to designate the 12 measures as the System's core indicators of student success and include them as the first factor of the Critical Success Factors report.

System summary data on each measure are presented in the report along with individual college performance data. A table is presented at the end of this section that summarizes, by measure, whether or not colleges met the performance standard. Any college not meeting a standard is required to submit to the State Board of Community Colleges an action plan for improving performance.

The Core Indicators of Student Success are:

- A. Progress of basic skills students
- B. Passing rates on licensure and certification examinations
- C. Goal completion of completers
- D. Employment status of graduates
- E. Performance of college transfer students
- F. Passing rates of students in developmental courses
- G. Success rate of developmental students in subsequent college-level courses
- H. Student satisfaction of program completers and non-completers
- I. Curriculum student progress and success
- J. Employer satisfaction
- K. Client satisfaction with customized training
- L. Program unduplicated headcount enrollment

**CORE INDICATORS OF
SUCCESS MEASURE A:**

Progress of Basic Skills Students

Description/DefinitionCBasic skills students include all adult literacy students. Progress of basic skills students is a composite measure that includes the percent of students progressing within a level of literacy, the percent of students completing a level entered or a predetermined goal, and the percent of students completing the level entered and advancing to a higher level.

For some colleges, a significant number of basic skills classes are conducted in prisons. Since inmates are transferred out of educational programs by the prisons for a variety of reasons, the final composite measure is adjusted by excluding those inmates who are transferred out of the program prior to meeting any of the three criteria stated above.

Methodology and Data SourceCThe data on basic skills students are collected by the college providing the instruction and entered into the Literacy Education Information System (LEIS). Data on the progression of basic skills students are submitted to the North Carolina Community College System Office annually. The data are compiled by the System Office, and the composite measure and adjustment for each college are calculated.

Performance StandardCThe standard for the progress of basic skills students is 75 percent for the adjusted composite measure. This measure is a required performance funding measure.

ResultsCFor the year 1998-99, 47 of the 58 community colleges met the required standard. The average composite measure for the System was 78 percent. The range in the adjusted composite measure was from a low of 55 percent to a high of 98 percent, with the largest range occurring within the category of "completed a level or goal." An analysis of the range of percents in this category will be examined by the System program auditors during the 2000-2001 academic year.

PROGRESS OF BASIC SKILLS STUDENTS, SYSTEM SUMMARY

YEAR	EXIT, NON-COMPLETER	PROGRESSING SAME LEVEL	COMPLETED LEVEL OR GOAL	ADVANCED NEXT LEVEL	COMPOSITE MEASURE	ADJUSTED COMPOSITE MEASURE
1995-96	22	31	35	12	NA	NA
1996-97	22	34	32	12	NA	NA
1997-98	24	30	35	11	NA	NA
1998-99	24	26	37	13	76	78

PERCENTAGE OF BASIC SKILLS STUDENTS WHO PROGRESS TO ANOTHER LEVEL, 1998-99

INSTITUTION	TOTAL FTE	TOTAL SERVED IN LITERACY	COMPLETED A GOAL OR LEVEL	PROGRESSING SAME LEVEL	EXIT NON-COMPLETERS	MOVED TO A HIGHER LEVEL	COMPOSITE PROGRESS MEASURE	COMPOSITE PROGRESS PERCENT (Inmates Excluded)
Alamance CC	2,770	3,329	52%	24%	12%	12%	88%	88%
Asheville-Buncombe TCC	4,094	3,614	20%	38%	29%	14%	71%	75%
Beaufort County CC	1,739	1,345	40%	35%	18%	8%	82%	85%
Bladen CC	849	940	16%	41%	33%	10%	67%	77%
Blue Ridge CC	1,903	1,715	48%	19%	16%	18%	84%	84%
Brunswick CC	1,028	732	49%	23%	20%	8%	80%	80%
Caldwell CC & TI	2,878	2,535	51%	23%	6%	20%	94%	94%
Cape Fear CC	4,285	2,134	35%	31%	27%	7%	73%	75%
Carteret CC	1,377	922	32%	42%	21%	5%	79%	82%
Catawba Valley CC	3,319	3,470	83%	5%	2%	11%	98%	98%
Central Carolina CC	4,100	4,402	29%	40%	26%	6%	74%	76%
Central Piedmont CC	10,741	9,385	77%	7%	6%	10%	94%	94%
Cleveland CC	1,939	1,200	40%	23%	26%	10%	74%	77%
Coastal Carolina CC	3,890	4,689	47%	18%	19%	16%	81%	81%
College of the Albemarle	1,838	2,930	49%	16%	21%	15%	79%	97%
Craven CC	2,195	1,568	62%	14%	18%	6%	82%	83%
Davidson County CC	2,478	3,040	63%	10%	15%	13%	85%	86%
Durham TCC	3,694	4,465	13%	32%	43%	13%	57%	60%
Edgecombe CC	1,878	2,107	22%	43%	28%	8%	72%	79%
Fayetteville TCC	8,600	4,939	31%	27%	27%	15%	73%	75%
Forsyth TCC	4,695	5,482	15%	39%	39%	7%	61%	67%
Gaston College	3,378	3,405	8%	33%	31%	28%	69%	70%
Guilford TCC	6,652	6,065	26%	16%	45%	13%	55%	55%
Halifax CC	1,692	1,481	38%	30%	13%	18%	87%	89%
Haywood CC	1,679	1,001	60%	7%	9%	23%	91%	92%
Isothermal CC	1,708	2,021	27%	46%	12%	14%	88%	88%
James Sprunt CC	1,262	1,070	44%	22%	12%	23%	88%	89%
Johnston CC	2,890	1,627	44%	30%	19%	6%	81%	83%
Lenoir CC	2,558	2,687	41%	26%	23%	10%	77%	82%
Martin CC	894	1,516	29%	25%	32%	14%	68%	68%
Mayland CC	995	1,152	55%	9%	13%	23%	87%	87%
McDowell TCC	1,146	1,155	55%	17%	14%	15%	86%	88%
Mitchell CC	1,696	2,186	27%	35%	25%	13%	75%	75%
Montgomery CC	686	485	6%	41%	48%	5%	52%	61%
Nash CC	2,025	1,759	31%	31%	29%	9%	71%	75%
Pamlico CC	314	472	47%	20%	30%	3%	70%	87%
Piedmont CC	1,534	1,477	70%	9%	10%	12%	90%	93%
Pitt CC	4,062	2,675	26%	37%	31%	5%	69%	69%
Randolph CC	1,874	2,128	43%	26%	23%	8%	77%	80%
Richmond CC	2,001	3,501	16%	31%	39%	14%	61%	77%
Roanoke-Chowan CC	931	751	17%	42%	28%	13%	72%	78%
Robeson CC	2,535	2,315	62%	13%	16%	9%	84%	86%
Rockingham CC	1,863	1,691	31%	28%	25%	16%	75%	75%
Rowan Cabarrus CC	3,680	2,577	16%	38%	38%	8%	62%	67%
Sampson CC	1,542	1,214	35%	22%	24%	20%	76%	79%
Sandhills CC	3,026	2,557	26%	36%	26%	13%	74%	85%
South Piedmont	1,446	983	15%	22%	42%	21%	58%	66%
Southeastern CC	2,144	1,674	33%	25%	25%	17%	75%	83%
Southwestern CC	1,897	1,386	16%	38%	24%	22%	76%	76%
Stanly CC	1,730	2,427	39%	25%	22%	15%	78%	78%
Surry CC	2,860	1,774	46%	26%	18%	10%	82%	85%
Tri-County CC	892	459	70%	4%	5%	20%	95%	95%
Vance-Granville CC	3,243	3,466	30%	25%	28%	17%	72%	78%
Wake TCC	7,745	9,161	18%	36%	35%	11%	65%	68%
Wayne CC	3,233	2,670	53%	9%	21%	17%	79%	84%
Western Piedmont CC	2,467	3,297	34%	20%	27%	19%	73%	82%
Wilkes CC	2,182	1,951	63%	14%	14%	9%	86%	87%
Wilson TCC	1,725	1,801	9%	47%	32%	11%	68%	68%
System Totals	154,482	144,960	37%	26%	24%	13%	76%	78%

Description/Definition C The percentage of first-time test-takers from community colleges passing an examination required for North Carolina licensure or certification prior to practicing the profession. A licensure requirement for an occupation is one that is required by state statute for an individual to work in that occupation. Certification is generally voluntary but may be required by employers or an outside accrediting agency. Purely voluntary examinations are not reported.

Methodology and Data Source C Data are collected by the Planning and Research Section of the North Carolina Community College System Office from the agencies issuing the license or certification. Examination data are reported only for those licensure/certification exams for which data are available from the licensure/certification agencies; data are not collected from the colleges on this measure. The data for most examinations are reported on an academic year; however, the data on nursing, emergency medical technician and insurance are reported on the calendar year.

Passing rates, if not provided, are calculated by dividing the number of persons who successfully pass an examination the first time they take the exam by the number of persons who sit for the exam for the first time. An aggregate institutional passing rate is calculated by dividing the total number of first-time test takers for all reported examinations by the total number of persons who sit for the exam for the first time. For privacy and statistical validity, no examination data are reported when the number of first-time test takers is fewer than 10 persons.

Performance Standard C There are two standards that must be met for this measure. First, the performance standard for the aggregate institutional passing rate is 80 percent. Second, the minimum accepted performance on any single reported examination is 70 percent. This measure is required for performance funding.

Results C In 1998-99, 32 community colleges met or exceeded the aggregate institutional passing rate of 80 percent, and 11 community colleges met the minimum accepted performance level of 70 percent on all reported licensure examinations. Only 9 community colleges met both standards and thus met the overall requirement for the measure “passing rates on licensure and certification examinations.”

**PERCENTAGE OF COMMUNITY COLLEGE STUDENTS PASSING
LICENSING AND CERTIFICATION EXAMINATIONS
(FIRST-TIME TEST TAKERS ONLY)**

FIELD	NUMBER OF STUDENTS TAKING EXAM	% PASSING EXAM
Aviation Maintenance		
General	8	100
Airframe 1	11	100
Power Plant	8	100
Basic Law Enforcement Trng.	1,558	94
Cosmetic Arts		
Apprentice	344	76
Cosmetology	493	65
Cosmetology Teacher	8	75
Manicurist	247	89
Dental Hygiene	135	95
Emergency Medical Technician (EMT)		
EMT	2,590	71
EMT-D	883	85
EMT-I	639	80
EMT-P	350	93
EMD	35	83
Insurance		
Life and Health	319	76
Property and Liability	257	60
Medicaid/Medicare Supp.	105	79
Nursing		
RN	1,445	88
PN	812	95
Opticianry	12	33
Physical Therapist Assistant	132	83
Radiologic Technology		
Nuclear Medicine Technology	13	92
Radiation Therapy Technology	8	100
Radiography	182	95
Real Estate		
Broker	180	61
Sales	1,168	59
Veterinary Medical Technology	39	100

AGGREGATE INSTITUTIONAL PASSING RATE AND NUMBER OF EXAMS WITH A PASSING RATE < 70%

INSTITUTION	TOTAL FTE	TOTAL NUMBER OF TEST TAKERS	TOTAL NUMBER PASSING	AGGREGATE INSTITUTIONAL PASSING RATE	NUMBER OF EXAMS WITH A PASSING RATE < 70%
Alamance CC	2,770	182	138	76%	2
Asheville-Buncombe TCC	4,094	495	427	86%	1
Beaufort County CC	1,739	138	91	66%	3
Bladen CC	849	63	48	76%	1
Blue Ridge CC	1,903	147	123	84%	1
Brunswick CC	1,028	205	148	72%	2
Caldwell CC & TI	2,878	252	210	83%	1
Cape Fear CC	4,285	238	205	86%	0
Carteret CC	1,377	148	123	83%	1
Catawba Valley CC	3,319	225	157	70%	3
Central Carolina CC	4,100	370	310	84%	1
Central Piedmont CC	10,741	804	568	71%	4
Cleveland CC	1,939	120	100	83%	1
Coastal Carolina CC	3,890	299	232	78%	2
College of The Albemarle	1,838	129	105	81%	0
Craven CC	2,195	237	209	88%	0
Davidson County CC	2,478	234	195	83%	2
Durham TCC	3,694	288	229	79%	2
Edgecombe CC	1,878	71	46	65%	3
Fayetteville TCC	8,600	476	398	84%	1
Forsyth TCC	4,695	385	321	83%	2
Gaston College	3,378	397	323	81%	2
Guilford TCC	6,652	470	377	80%	3
Halifax CC	1,692	53	33	62%	2
Haywood CC	1,679	86	67	78%	1
Isothermal CC	1,708	121	91	75%	2
James Sprunt CC	1,262	131	105	80%	0
Johnston CC	2,890	186	154	83%	2
Lenoir CC	2,558	339	260	77%	5
Martin CC	894	96	68	71%	2
Mayland CC	995	122	97	80%	1
McDowell TCC	1,146	82	66	81%	1
Mitchell CC	1,696	134	110	82%	0
Montgomery CC	686	56	40	71%	1
Nash CC	2,025	135	102	76%	2
Pamlico CC	314	11	7	64%	0
Piedmont CC	1,534	50	38	76%	1
Pitt CC	4,062	237	196	83%	1
Randolph CC	1,874	186	136	73%	2
Richmond CC	2,001	49	44	90%	0
Roanoke-Chowan CC	931	54	40	74%	0
Robeson CC	2,535	299	240	80%	2
Rockingham CC	1,863	149	115	77%	3
Rowan-Cabarrus CC	3,680	388	314	81%	1
Sampson CC	1,542	139	107	77%	2
Sandhills CC	3,026	184	151	82%	2
South Piedmont	1,446	65	55	84%	0
Southeastern CC	2,144	188	143	76%	2
Southwestern CC	1,897	176	152	86%	0
Stanly CC	1,730	147	120	82%	1
Surry CC	2,860	194	157	81%	2
Tri-County CC	892	75	57	76%	1
Vance-Granville CC	3,243	263	195	74%	3
Wake TCC	7,745	443	353	80%	1
Wayne CC	3,233	209	173	83%	2
Western Piedmont CC	2,467	131	107	82%	0
Wilkes CC	2,182	108	87	81%	1
Wilson TCC	1,725	127	91	72%	2
System Totals	154,482	11,828	9,410	80%	

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1998-99

--AVIATION--

FIRST-TIME TEST TAKERS

INSTITUTION	FTE	GENERAL		AIRFRAME		POWER PLANT	
		# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	2,770						
Asheville-Buncombe TCC	4,094						
Beaufort County CC	1,739						
Bladen CC	849						
Blue Ridge CC	1,903						
Brunswick CC	1,028						
Caldwell CC & TI	2,878						
Cape Fear CC	4,285						
Carteret CC	1,377						
Catawba Valley CC	3,319						
Central Carolina CC	4,100						
Central Piedmont CC	10,741						
Cleveland CC	1,939						
Coastal Carolina CC	3,890						
College of The Albemarle	1,838						
Craven CC	2,195						
Davidson County CC	2,478						
Durham TCC	3,694						
Edgecombe CC	1,878						
Fayetteville TCC	8,600						
Forsyth TCC	4,695						
Gaston College	3,378						
Guilford TCC	6,652						
Halifax CC	1,692						
Haywood CC	1,679						
Isothermal CC	1,708						
James Sprunt CC	1,262						
Johnston CC	2,890						
Lenoir CC	2,558						
Martin CC	894						
Mayland CC	995						
McDowell TCC	1,146						
Mitchell CC	1,696						
Montgomery CC	686						
Nash CC	2,025						
Pamlico CC	314						
Piedmont CC	1,534						
Pitt CC	4,062						
Randolph CC	1,874						
Richmond CC	2,001						
Roanoke-Chowan CC	931						
Robeson CC	2,535						
Rockingham CC	1,863						
Rowan-Cabarrus CC	3,680						
Sampson CC	1,542						
Sandhills CC	3,026						
South Piedmont	1,446						
Southeastern CC	2,144						
Southwestern CC	1,897						
Stanly CC	1,730						
Surry CC	2,860						
Tri-County CC	892						
Vance-Granville CC	3,243						
Wake TCC	7,745						
Wayne CC	3,233	*	*	11	100	*	*
Western Piedmont CC	2,467						
Wilkes CC	2,182						
Wilson TCC	1,725						
System Totals	154,482						

*Number of test takers too small to report without violating students' privacy.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1998-99
 --BASIC LAW ENFORCEMENT TRAINING--
 FIRST-TIME TEST TAKERS

INSTITUTION	BLET	
	FTE	# TESTED % PASSED
Alamance CC	2,770	
Asheville-Buncombe TCC	4,094	77 100
Beaufort County CC	1,739	25 84
Bladen CC	849	10 100
Blue Ridge CC	1,903	14 86
Brunswick CC	1,028	38 89
Caldwell CC & TI	2,878	26 100
Cape Fear CC	4,285	98 91
Carteret CC	1,377	26 92
Catawba Valley CC	3,319	30 87
Central Carolina CC	4,100	61 92
Central Piedmont CC	10,741	19 95
Cleveland CC	1,939	30 100
Coastal Carolina CC	3,890	37 84
College of The Albemarle	1,838	20 100
Craven CC	2,195	38 100
Davidson County CC	2,478	51 88
Durham TCC	3,694	12 100
Edgecombe CC	1,878	
Fayetteville TCC	8,600	61 87
Forsyth TCC	4,695	* *
Gaston College	3,378	44 95
Guilford TCC	6,652	61 93
Halifax CC	1,692	17 82
Haywood CC	1,679	
Isothermal CC	1,708	21 95
James Sprunt CC	1,262	15 80
Johnston CC	2,890	24 96
Lenoir CC	2,558	19 95
Martin CC	894	19 100
Mayland CC	995	21 95
McDowell TCC	1,146	10 100
Mitchell CC	1,696	36 81
Montgomery CC	686	
Nash CC	2,025	14 93
Pamlico CC	314	
Piedmont CC	1,534	
Pitt CC	4,062	46 83
Randolph CC	1,874	29 90
Richmond CC	2,001	
Roanoke-Chowan CC	931	
Robeson CC	2,535	42 100
Rockingham CC	1,863	22 86
Rowan-Cabarrus CC	3,680	53 85
Sampson CC	1,542	21 100
Sandhills CC	3,026	13 85
South Piedmont	1,446	
Southeastern CC	2,144	33 91
Southwestern CC	1,897	51 86
Stanly CC	1,730	46 89
Surry CC	2,860	37 92
Tri-County CC	892	
Vance-Granville CC	3,243	36 97
Wake TCC	7,745	62 93
Wayne CC	3,233	11 100
Western Piedmont CC	2,467	37 97
Wilkes CC	2,182	17 100
Wilson TCC	1,725	39 100
System Totals	154,482	1,578 92

*Number of test takers too small to report without violating students' privacy.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1998-99
--COSMETIC ARTS--
FIRST-TIME TEST TAKERS

INSTITUTION		APPRENTICE		COSMETOLOGY		COS. TEACHER		MANICURIST	
	FTE	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	2,770	24	96	*	*				
Asheville-Buncombe TCC	4,094								
Beaufort County CC	1,739	*	*	*	*			*	*
Bladen CC	849	12	67	*	*				
Blue Ridge CC	1,903	*	*	12	83	*	*	*	*
Brunswick CC	1,028	*	*	11	100			*	*
Caldwell CC & TI	2,878	15	73	12	58			11	91
Cape Fear CC	4,285								
Carteret CC	1,377	*	*	15	87	*	*	*	*
Catawba Valley CC	3,319								
Central Carolina CC	4,100	41	78	41	78			27	89
Central Piedmont CC	10,741								
Cleveland CC	1,939								
Coastal Carolina CC	3,890			21	71			19	100
College of The Albemarle	1,838							10	80
Craven CC	2,195	12	92	13	92			10	90
Davidson County CC	2,478	*	*	21	52			*	*
Durham TCC	3,694								
Edgecombe CC	1,878	11	64	23	48			*	*
Fayetteville TCC	8,600								
Forsyth TCC	4,695								
Gaston College	3,378								
Guilford TCC	6,652	*	*	*	*				
Halifax CC	1,692								
Haywood CC	1,679			*	*			13	100
Isothermal CC	1,708	*	*	10	60				
James Sprunt CC	1,262	*	*	14	86	*	*	22	86
Johnston CC	2,890	28	71	*	*			*	*
Lenoir CC	2,558	31	68	18	28			17	88
Martin CC	894	*	*	11	64				
Mayland CC	995	10	90	*	*				
McDowell TCC	1,146	10	100	*	*			*	*
Mitchell CC	1,696								
Montgomery CC	686								
Nash CC	2,025	*	*	*	*			10	70
Pamlico CC	314								
Piedmont CC	1,534	*	*	*	*				
Pitt CC	4,062								
Randolph CC	1,874								
Richmond CC	2,001								
Roanoke-Chowan CC	931	*	*	*	*				
Robeson CC	2,535	*	*	56	48			11	91
Rockingham CC	1,863	10	60	*	*				
Rowan-Cabarrus CC	3,680	*	*	16	87			*	*
Sampson CC	1,542	*	*	*	*			15	67
Sandhills CC	3,026	*	*	18	72			*	*
South Piedmont	1,446								
Southeastern CC	2,144	18	56	*	*			14	86
Southwestern CC	1,897			14	93	*	*		
Stanly CC	1,730	*	*	12	83			*	*
Surry CC	2,860			18	89	*	*	*	*
Tri-County CC	892	11	91	*	*				
Vance-Granville CC	3,243	35	57	43	44	*	*	*	*
Wake TCC	7,745								
Wayne CC	3,233								
Western Piedmont CC	2,467								
Wilkes CC	2,182								
Wilson TCC	1,725								
System Totals	154,482	344	76	493	65	8	75	247	89

*Number of test takers too small to report without violating students' privacy.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1998-99
DENTAL HYGIENE--PHYSICAL THERAPIST ASSISTANT
FIRST-TIME TEST TAKERS

INSTITUTION	FTE	DENTAL HYGIENE		PHY. THERAPIST ASST.	
		# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	2,770				
Asheville-Buncombe TCC	4,094	13	92		
Beaufort County CC	1,739				
Bladen CC	849				
Blue Ridge CC	1,903				
Brunswick CC	1,028				
Caldwell CC & TI	2,878			24	88
Cape Fear CC	4,285				
Carteret CC	1,377				
Catawba Valley CC	3,319				
Central Carolina CC	4,100				
Central Piedmont CC	10,741	31	97	22	82
Cleveland CC	1,939				
Coastal Carolina CC	3,890	15	100		
College of The Albemarle	1,838				
Craven CC	2,195				
Davidson County CC	2,478				
Durham TCC	3,694				
Edgecombe CC	1,878				
Fayetteville TCC	8,600	21	91	19	95
Forsyth TCC	4,695				
Gaston College	3,378				
Guilford TCC	6,652	33	91		
Halifax CC	1,692				
Haywood CC	1,679				
Isothermal CC	1,708				
James Sprunt CC	1,262				
Johnston CC	2,890				
Lenoir CC	2,558				
Martin CC	894			11	64
Mayland CC	995				
McDowell TCC	1,146				
Mitchell CC	1,696				
Montgomery CC	686				
Nash CC	2,025			18	72
Pamlico CC	314				
Piedmont CC	1,534				
Pitt CC	4,062				
Randolph CC	1,874				
Richmond CC	2,001				
Roanoke-Chowan CC	931				
Robeson CC	2,535				
Rockingham CC	1,863				
Rowan-Cabarrus CC	3,680				
Sampson CC	1,542				
Sandhills CC	3,026				
South Piedmont	1,446				
Southeastern CC	2,144				
Southwestern CC	1,897			18	72
Stanly CC	1,730			19	95
Surry CC	2,860				
Tri-County CC	892				
Vance-Granville CC	3,243				
Wake TCC	7,745				
Wayne CC	3,233	22	100		
Western Piedmont CC	2,467				
Wilkes CC	2,182				
Wilson TCC	1,725				
System Totals	154,482	135	95	132	83

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1999
--EMERGENCY MEDICAL TECHNICIAN (EMT)--
FIRST-TIME TEST TAKERS

INSTITUTION	FTE	EMT		EMT-D		EMT-I		EMT-P		EMD	
		# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	2,770	37	84	18	83	*	*	*	*		
Asheville-Buncombe TCC	4,094	89	79	53	79	19	95	*	*		
Beaufort County CC	1,739	34	47	15	53	14	64				
Bladen CC	849	*	*			12	100				
Blue Ridge CC	1,903	41	81	20	100	*	*				
Brunswick CC	1,028	48	60	11	82	10	90				
Caldwell CC & TI	2,878	51	71	*	*	10	90	18	94		
Cape Fear CC	4,285	76	78			*	*	*	*		
Carteret CC	1,377	32	75			20	75				
Catawba Valley CC	3,319	53	59	29	83	13	69	*	*		
Central Carolina CC	4,100	46	80	*	*	19	79	*	*		
Central Piedmont CC	10,741	108	81	77	96			15	100		
Cleveland CC	1,939	56	77	11	64	*	*				
Coastal Carolina CC	3,890	90	77			19	84	*	*		
College of The Albemarle	1,838	39	72								
Craven CC	2,195	35	80	44	86	14	86	11	100		
Davidson County CC	2,478	38	79			26	77	15	100		
Durham TCC	3,694	154	88								
Edgecombe CC	1,878	10	50								
Fayetteville TCC	8,600	131	69	54	89	20	75	27	93		
Forsyth TCC	4,695	138	78	56	91						
Gaston College	3,378	72	60	147	90	*	*	11	91		
Guilford TCC	6,652	84	64	80	90	*	*	*	*		
Halifax CC	1,692	23	52	*	*	*	*				
Haywood CC	1,679	12	58			26	73				
Isothermal CC	1,708	23	57	*	*	23	70	*	*		
James Sprunt CC	1,262	16	94	11	91						
Johnston CC	2,890	41	68			*	*	11	100		
Lenoir CC	2,558	67	84	*	*	40	75	*	*		
Martin CC	894	15	53	21	67	*	*				
Mayland CC	995	17	71			*	*				
McDowell TCC	1,146	20	70	16	38						
Mitchell CC	1,696	29	83								
Montgomery CC	686	17	53			11	82	*	*		
Nash CC	2,025	12	92			19	90	*	*	13	85
Pamlico CC	314	10	70								
Piedmont CC	1,534	15	47								
Pitt CC	4,062	57	72	12	100	35	77				
Randolph CC	1,874	45	58	*	*	23	83	30	90		
Richmond CC	2,001	*	*			*	*	*	*		
Roanoke-Chowan CC	931	*	*	12	75						
Robeson CC	2,535	38	66	40	93	37	100	23	100		
Rockingham CC	1,863	38	68	*	*	*	*	*	*		
Rowan-Cabarrus CC	3,680	107	71	16	81	41	66	19	100		
Sampson CC	1,542	28	32	10	90						
Sandhills CC	3,026	26	73			*	*	*	*		
South Piedmont	1,446	40	77	*	*	10	90				
Southeastern CC	2,144	35	66	11	82	*	*	*	*		
Southwestern CC	1,897	*	*			*	*	11	100		
Stanly CC	1,730	*	*			*	*				
Surry CC	2,860	40	45	*	*						
Tri-County CC	892	21	76					*	*		
Vance-Granville CC	3,243	40	55			14	79	17	94		
Wake TCC	7,745	116	72	40	83	35	83	31	84		
Wayne CC	3,233	51	61	14	57	14	86				
Western Piedmont CC	2,467	*	*	10	80	*	*			22	82
Wilkes CC	2,182	34	71	*	*	*	*	*	*		
Wilson TCC	1,725	36	53			*	*	*	*		
System Totals	154,482	2,590	71	883	85	639	80	350	93	35	83

*Number of test takers too small to report without violating students' privacy.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1999

--INSURANCE--

FIRST-TIME TEST TAKERS

INSTITUTION	FTE	LIFE & HEALTH		PROPERTY & LIABILITY		MEDICARE SUPP/LTC	
		# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	2,770	*	*	*	*		
Asheville-Buncombe TCC	4,094	48	75			54	85
Beaufort County CC	1,739						
Bladen CC	849						
Blue Ridge CC	1,903						
Brunswick CC	1,028						
Caldwell CC & TI	2,878						
Cape Fear CC	4,285	*	*	*	*		
Carteret CC	1,377	*	*	*	*		
Catawba Valley CC	3,319	12	75	*	*		
Central Carolina CC	4,100						
Central Piedmont CC	10,741	120	70	100	57	15	67
Cleveland CC	1,939						
Coastal Carolina CC	3,890	*	*	*	*		
College of The Albemarle	1,838	*	*	*	*		
Craven CC	2,195						
Davidson County CC	2,478						
Durham TCC	3,694						
Edgecombe CC	1,878						
Fayetteville TCC	8,600	*	*	19	74	*	*
Forsyth TCC	4,695	14	86	14	57	*	*
Gaston College	3,378						
Guilford TCC	6,652	*	*	14	64	*	*
Halifax CC	1,692						
Haywood CC	1,679						
Isothermal CC	1,708						
James Sprunt CC	1,262						
Johnston CC	2,890	*	*	*	*		
Lenoir CC	2,558	43	81	35	77	19	79
Martin CC	894			*	*		
Mayland CC	995						
McDowell TCC	1,146						
Mitchell CC	1,696			*	*		
Montgomery CC	686						
Nash CC	2,025	13	54	10	60		
Pamlico CC	314						
Piedmont CC	1,534						
Pitt CC	4,062			*	*		
Randolph CC	1,874	*	*	*	*		
Richmond CC	2,001						
Roanoke-Chowan CC	931						
Robeson CC	2,535	*	*				
Rockingham CC	1,863						
Rowan-Cabarrus CC	3,680	*	*				
Sampson CC	1,542						
Sandhills CC	3,026						
South Piedmont	1,446						
Southeastern CC	2,144						
Southwestern CC	1,897						
Stanly CC	1,730						
Surry CC	2,860			*	*		
Tri-County CC	892						
Vance-Granville CC	3,243						
Wake TCC	7,745						
Wayne CC	3,233	*	*	*	*		
Western Piedmont CC	2,467						
Wilkes CC	2,182	*	*			*	*
Wilson TCC	1,725	20	90	*	*	*	*
System Totals	154,482	319	76	257	60	105	79

*Number of test takers too small to report without violating students' privacy.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1999

--NURSING--

FIRST-TIME TEST TAKERS

INSTITUTION	FTE	PRACTICAL NURSING		REGISTERED NURSING	
		# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	2,770	25	100	22	91
Asheville-Buncombe TCC	4,094	35	97	45	96
Beaufort County CC	1,739	*	*	23	100
Bladen CC	849	19	84		
Blue Ridge CC	1,903			21	100
Brunswick CC	1,028	11	91		
Caldwell CC & TI	2,878	28	100	28	86
Cape Fear CC	4,285	17	100	29	86
Carteret CC	1,377	10	100		
Catawba Valley CC	3,319			44	71
Central Carolina CC	4,100	44	93	38	90
Central Piedmont CC	10,741			44	82
Cleveland CC	1,939	*	*		
Coastal Carolina CC	3,890	*	*	23	96
College of The Albemarle	1,838	12	92	27	96
Craven CC	2,195	19	84	36	86
Davidson County CC	2,478	27	96	40	85
Durham TCC	3,694	24	92	20	80
Edgecombe CC	1,878				
Fayetteville TCC	8,600	23	87	52	100
Forsyth TCC	4,695	34	94	42	91
Gaston College	3,378	13	92	46	91
Guilford TCC	6,652	28	100	62	84
Halifax CC	1,692				
Haywood CC	1,679	*	*	13	100
Isothermal CC	1,708	21	86		
James Sprunt CC	1,262	17	77	25	72
Johnston CC	2,890	13	100	15	100
Lenoir CC	2,558	*	*	19	63
Martin CC	894				
Mayland CC	995	14	100	26	85
McDowell TCC	1,146	14	100		
Mitchell CC	1,696			36	92
Montgomery CC	686	25	84		
Nash CC	2,025				
Pamlico CC	314				
Piedmont CC	1,534	*	*	14	100
Pitt CC	4,062	10	100	38	97
Randolph CC	1,874			26	89
Richmond CC	2,001	*	*	36	92
Roanoke-Chowan CC	931	11	100	15	87
Robeson CC	2,535	20	75	27	74
Rockingham CC	1,863	21	100	28	82
Rowan-Cabarrus CC	3,680	22	100	41	85
Sampson CC	1,542	18	94	27	100
Sandhills CC	3,026	18	100	31	100
South Piedmont	1,446	*	*		
Southeastern CC	2,144	12	100	35	74
Southwestern CC	1,897	10	100	*	*
Stanly CC	1,730	12	100	22	77
Surry CC	2,860	28	96	39	97
Tri-County CC	892	*	*	11	73
Vance-Granville CC	3,243	11	91	27	89
Wake TCC	7,745			64	97
Wayne CC	3,233	15	93	30	90
Western Piedmont CC	2,467			40	80
Wilkes CC	2,182			27	93
Wilson TCC	1,725				
Foothills Nursing Consortium				25	84
NEWH Nursing Consortium		69	100	59	80
System Totals	154,482	812	95	1,445	88

*Number of test takers too small to report without violating students' privacy.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1998-99
OPTICIANRY--VETERINARY MEDICAL TECHNOLOGY
FIRST-TIME TEST TAKERS

INSTITUTION	FTE	OPTICIANRY		VET. MED. TECH.	
		# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	2,770				
Asheville-Buncombe TCC	4,094				
Beaufort County CC	1,739				
Bladen CC	849				
Blue Ridge CC	1,903				
Brunswick CC	1,028				
Caldwell CC & TI	2,878				
Cape Fear CC	4,285				
Carteret CC	1,377				
Catawba Valley CC	3,319				
Central Carolina CC	4,100			28	100
Central Piedmont CC	10,741				
Cleveland CC	1,939				
Coastal Carolina CC	3,890				
College of The Albemarle	1,838				
Craven CC	2,195				
Davidson County CC	2,478				
Durham TCC	3,694	12	33		
Edgecombe CC	1,878				
Fayetteville TCC	8,600				
Forsyth TCC	4,695				
Gaston College	3,378			11	100
Guilford TCC	6,652				
Halifax CC	1,692				
Haywood CC	1,679				
Isothermal CC	1,708				
James Sprunt CC	1,262				
Johnston CC	2,890				
Lenoir CC	2,558				
Martin CC	894				
Mayland CC	995				
McDowell TCC	1,146				
Mitchell CC	1,696				
Montgomery CC	686				
Nash CC	2,025				
Pamlico CC	314				
Piedmont CC	1,534				
Pitt CC	4,062				
Randolph CC	1,874				
Richmond CC	2,001				
Roanoke-Chowan CC	931				
Robeson CC	2,535				
Rockingham CC	1,863				
Rowan-Cabarrus CC	3,680				
Sampson CC	1,542				
Sandhills CC	3,026				
South Piedmont	1,446				
Southeastern CC	2,144				
Southwestern CC	1,897				
Stanly CC	1,730				
Surry CC	2,860				
Tri-County CC	892				
Vance-Granville CC	3,243				
Wake TCC	7,745				
Wayne CC	3,233				
Western Piedmont CC	2,467				
Wilkes CC	2,182				
Wilson TCC	1,725				
System Totals	154,482	12	33	39	100

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1998-99
RADIOGRAPHY--NUCLEAR MEDICINE TECHNOLOGY--
RADIATION THERAPY TECHNOLOGY
FIRST-TIME TEST TAKERS

INSTITUTION		RADIOGRAPHY		NUC. MED. TECH.		RAD. THER. TECH.	
	FTE	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	2,770						
Asheville-Buncombe TCC	4,094	17	100				
Beaufort County CC	1,739						
Bladen CC	849						
Blue Ridge CC	1,903						
Brunswick CC	1,028						
Caldwell CC & TI	2,878	*	*	*	*		
Cape Fear CC	4,285	11	100				
Carteret CC	1,377						
Catawba Valley CC	3,319						
Central Carolina CC	4,100						
Central Piedmont CC	10,741						
Cleveland CC	1,939	*	*				
Coastal Carolina CC	3,890						
College of The Albemarle	1,838						
Craven CC	2,195						
Davidson County CC	2,478						
Durham TCC	3,694						
Edgecombe CC	1,878	20	85				
Fayetteville TCC	8,600	10	100				
Forsyth TCC	4,695	22	96	*	*	*	*
Gaston College	3,378						
Guilford TCC	6,652						
Halifax CC	1,692						
Haywood CC	1,679						
Isothermal CC	1,708						
James Sprunt CC	1,262						
Johnston CC	2,890	17	100				
Lenoir CC	2,558						
Martin CC	894						
Mayland CC	995						
McDowell TCC	1,146						
Mitchell CC	1,696						
Montgomery CC	686						
Nash CC	2,025						
Pamlico CC	314						
Piedmont CC	1,534						
Pitt CC	4,062	15	100			*	*
Randolph CC	1,874						
Richmond CC	2,001						
Roanoke-Chowan CC	931						
Robeson CC	2,535						
Rockingham CC	1,863						
Rowan-Cabarrus CC	3,680	11	82				
Sampson CC	1,542						
Sandhills CC	3,026	13	92				
South Piedmont	1,446						
Southeastern CC	2,144						
Southwestern CC	1,897	12	83				
Stanly CC	1,730						
Surry CC	2,860						
Tri-County CC	892						
Vance-Granville CC	3,243	15	100				
Wake TCC	7,745	12	100				
Wayne CC	3,233						
Western Piedmont CC	2,467						
Wilkes CC	2,182						
Wilson TCC	1,725						
System Totals	154,482	182	95	13	92	8	100

*Number of test takers too small to report without violating students' privacy.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1998-99

--REAL ESTATE--

FIRST-TIME TEST TAKERS

INSTITUTION	SALES		BROKER		
	FTE	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	2,770	26	38	12	42
Asheville-Buncombe TCC	4,094	28	64	*	*
Beaufort County CC	1,739			*	*
Bladen CC	849				
Blue Ridge CC	1,903	20	50		
Brunswick CC	1,028	60	55	10	70
Caldwell CC & TI	2,878	*	*	*	*
Cape Fear CC	4,285	16	75		
Carteret CC	1,377	10	60	15	73
Catawba Valley CC	3,319	24	50	*	*
Central Carolina CC	4,100	19	37	*	*
Central Piedmont CC	10,741	227	54	26	62
Cleveland CC	1,939	*	*		
Coastal Carolina CC	3,890	39	56	10	30
College of The Albemarle	1,838	*	*	*	*
Craven CC	2,195	*	*	*	*
Davidson County CC	2,478	*	*	*	*
Durham TCC	3,694	46	61	20	55
Edgecombe CC	1,878				
Fayetteville TCC	8,600	26	77	*	*
Forsyth TCC	4,695	26	46	*	*
Gaston College	3,378	52	56		
Guilford TCC	6,652	59	54	*	*
Halifax CC	1,692	10	50		
Haywood CC	1,679	*	*	*	*
Isothermal CC	1,708	*	*	*	*
James Sprunt CC	1,262	*	*		
Johnston CC	2,890	14	64		
Lenoir CC	2,558	*	*	*	*
Martin CC	894				
Mayland CC	995	18	50	*	*
McDowell TCC	1,146				
Mitchell CC	1,696	26	77	*	*
Montgomery CC	686				
Nash CC	2,025	11	73		
Pamlico CC	314	*	*		
Piedmont CC	1,534				
Pitt CC	4,062	27	48		
Randolph CC	1,874	25	36		
Richmond CC	2,001				
Roanoke-Chowan CC	931				
Robeson CC	2,535				
Rockingham CC	1,863	10	50		
Rowan-Cabarrus CC	3,680	38	89	13	85
Sampson CC	1,542	*	*		
Sandhills CC	3,026	29	69	10	40
South Piedmont	1,446				
Southeastern CC	2,144	*	*		
Southwestern CC	1,897	32	72	*	*
Stanly CC	1,730	16	38	*	*
Surry CC	2,860	17	47	*	*
Tri-County CC	892	15	67	*	*
Vance-Granville CC	3,243	15	87		
Wake TCC	7,745	81	58	*	*
Wayne CC	3,233	*	*	*	*
Western Piedmont CC	2,467	*	*	*	*
Wilkes CC	2,182	12	50		
Wilson TCC	1,725	14	14		
System Totals	154,482	1,168	59	180	61

*Number of test takers too small to report without violating students' privacy.

**CORE INDICATORS OF
SUCCESS MEASURE C:**

Goal Completion of Completers

Description/Definition C The proportion of graduates of certificate, diploma, and degree programs who report that their primary goal in attending has been met.

Methodology and Data Source C The data are collected by survey, with each college using a standard set of questions. A response rate of 50 percent or a statistically significant sample size will be necessary for the data to be used for performance funding. A minimum of 15 respondents will be required to report the data at the institutional level.

(Note: This measure is being expanded to include goal completion of non-completers in the 2001 Critical Success Factors report.)

Performance Standard C The performance standard for percent of completers who achieve their goal is 90 percent. This measure is a required performance funding measure.

Results C For 1998-99, 57 of the 58 community colleges met the performance standard. Data were not available for one college. The System average was 98.8 percent of completers reporting that they achieved their goal.

PERCENT OF COMPLETERS WHO REPORT MEETING THEIR GOAL FOR ATTENDING A COMMUNITY COLLEGE, 1998-99

INSTITUTION	NUMBER OF COMPLETERS, 1998-99	NUMBER OF COMPLETERS SURVEYED	NUMBER OF RETURNED, VALID SURVEYS	PERCENT WHO COMPLETED GOAL (Either Fully or Partially)
Asheville-Buncombe TCC	492	492	280	99.6%
Beaufort County CC	164	164	84	100.0%
Bladen CC	110	110	49	98.0%
Blue Ridge CC	182	125	125	99.2%
Brunswick CC	132	132	43	100.0%
Caldwell CC & TI	584	584	540	99.1%
Cape Fear CC	644	408	408	99.0%
Carteret CC	142	111	76	97.4%
Catawba Valley CC	414	414	412	100.0%
Central Carolina CC	486	486	79	93.7%
Central Piedmont CC	581	581	112	92.0%
Cleveland CC	222	222	222	99.1%
Coastal Carolina CC	613	613	461	99.1%
College of The Albemarle	263	263	139	100.0%
Craven CC	261	261	34	97.1%
Davidson County CC	396	396	165	98.8%
Durham TCC	299	299	132	99.2%
Edgecombe CC	154	154	128	98.3%
Fayetteville TCC	940	865	253	96.4%
Forsyth TCC	545	545	182	99.5%
Gaston College	411	411	377	100.0%
Guilford TCC	495	249	249	no data
Halifax CC	272	150	104	100.0%
Haywood CC	307	307	143	96.5%
Isothermal CC	217	217	161	100.0%
James Sprunt CC	179	139	133	100.0%
Johnston CC	413	413	55	100.0%
Lenoir CC	316	295	153	100.0%
Martin CC	104	104	42	92.9%
Mayland CC	152	109	109	100.0%
McDowell TCC	165	165	72	97.2%
Mitchell CC	248	113	113	100.0%
Montgomery CC	119	119	62	98.4%
Nash CC	185	170	53	100.0%
Pamlico CC	33	32	16	100.0%
Piedmont CC	182	182	72	100.0%
Pitt CC	558	444	266	98.8%
Randolph CC	202	202	51	100.0%
Richmond CC	205	153	131	98.5%
Roanoke-Chowan CC	149	142	78	98.7%
Robeson CC	158	158	106	100.0%
Rockingham CC	300	300	143	99.3%
Rowan-Cabarrus CC	355	355	188	98.9%
Sampson CC	159	105	68	100.0%
Sandhills CC	351	351	95	95.7%
South Piedmont CC	162	130	43	90.2%
Southeastern CC	293	94	94	100.0%
Southwestern CC	238	236	153	99.3%
Stanly CC	158	158	122	99.2%
Surry CC	401	401	245	98.4%
Tri-County CC	99	99	65	100.0%
Vance-Granville CC	456	175	67	98.5%
Wake TCC	932	932	401	95.8%
Wayne CC	350	350	239	98.7%
Western Piedmont CC	383	314	254	100.0%
Wilkes CC	303	303	109	100.0%
Wilson TCC	200	200	96	100.0%
System Total	17,834	16,002	8,852	98.8%

Description/Definition C The proportion of identified community college completers who are employed within one year of last attendance.

Methodology and Data Sources C The North Carolina Common Follow-up System (CFS) tracks students' employment status after they leave the colleges. The Common Follow-up System (CFS) is a cooperative venture of participating state agencies under the auspices of the North Carolina State Occupational Information Coordinating Committee (NC SOICC). The CFS provides a highly efficient and cost effective method for collecting follow-up information for education, employment, and training program participants statewide. The CFS is maintained by the Employment Security Commission (ESC).

Each year the agencies involved in the CFS submit unit record data on participants to the ESC. Among the agencies included in this process are the public high schools, community colleges, and the four-year public universities. Each agency's data are matched against the Unemployment Insurance (UI) files and the other participating agencies' files. A database containing information on employment, employer, quarterly wages, receipt of unemployment benefits, and participation in other agencies' programs is returned to each submitting agency. The database each agency receives is limited to the participants that the agency submits for the data match. This is to say, the database received by community colleges has information only on community college students.

Once the CFS database is received, it is matched against the Curriculum Student Progress Information System (CSPIS) database and the following year curriculum student registration database. This matching is conducted to determine demographic characteristics of the participants, such as students' completion status at the end of the academic year and whether they re-enroll the following year. Students who obtain an associate degree, certificate, or diploma in the year given and do not re-enroll in any of the colleges the following year are defined as "exit completers."

Students who have wages in any quarter during the year are considered employed. Those who are found both in registration records and UI records but have no quarterly wages during the year are considered unemployed. Individuals who are not found in the UI records are omitted from the analysis. This would include individuals who are working out-of-state, who are enrolled in a four-year college or university and not working, who never entered the labor market, etc.

Performance Standard C The performance standard for employment status of graduates is adjusted for local unemployment rates. The standard is 90 percent of completers, adjusted for local unemployment rate, will be employed. The percentage will be adjusted for the average annual unemployment rate in the service area of each college in the following way: compute the difference between the state's average annual unemployment rate and

that of each college's service area and divide by 2. This amount will be deducted from (for colleges with unemployment rates **higher** than the state average) or added to (for colleges with unemployment rates **lower** than the state average) the 90 percent. This measure is a required performance funding measure.

Results The System average for the employment of 1997-98 graduates was 90 percent. Forty (40) community colleges met the adjusted standard for their school. Data on six community colleges that serve a significant number of military personnel were not included due to the data file submitted by the military being in error. This problem is being addressed and the data for these colleges will be available in the next report.

An issue that has resulted from an examination of the data is the inclusion of individuals who were inmates at the time they completed their program of study. These individuals were not inmates during the employment follow-up period. The issue is whether including these former inmates biases the results in a negative way since traditionally former inmates have more difficulty in securing employment. When the data were analyzed with these individuals omitted, the System average employment rose to 91 percent and the number of colleges meeting their adjusted performance standard increased to 46.

A committee is being formed to review this issue and others, prior to the next printing of the data.

PERCENT OF 1997-98 GRADUATES EMPLOYED WITHIN ONE YEAR OF COMPLETION

INSTITUTION	TOTAL FTE	PERCENT OF 1997-98 GRADUATES EMPLOYED	PERCENT OF 1997-98 GRADUATES EMPLOYED (Excluding Inmates)	ADJUSTED PERFORMANCE STANDARD
Alamance CC	2,770	92	94	90
Asheville-Buncombe TCC	4,094	92	93	91
Beaufort County CC	1,739	95	95	88
Bladen CC	849	86	86	89
Blue Ridge CC	1,903	90	90	90
Brunswick CC	1,028	88	88	89
Caldwell CC & TI	2,878	92	93	91
Cape Fear CC	4,285	89	92	89
Carteret CC	1,377	83	83	90
Catawba Valley CC	3,319	92	92	91
Central Carolina CC	4,100	no data	no data	90
Central Piedmont CC	10,741	90	90	91
Cleveland CC	1,939	89	91	89
Coastal Carolina CC	3,890	no data	no data	90
College of The Albemarle	1,838	89	91	89
Craven CC	2,195	no data	no data	90
Davidson County CC	2,478	95	95	90
Durham TCC	3,694	91	91	91
Edgecombe CC	1,878	92	92	87
Fayetteville TCC	8,600	no data	no data	90
Forsyth TCC	4,695	93	93	91
Gaston College	3,378	94	93	90
Guilford TCC	6,652	93	93	90
Halifax CC	1,692	83	91	88
Haywood CC	1,679	86	86	89
Isothermal CC	1,708	89	91	89
James Sprunt CC	1,262	88	91	88
Johnston CC	2,890	82	91	91
Lenoir CC	2,558	92	92	89
Martin CC	894	85	85	88
Mayland CC	995	84	85	89
McDowell TCC	1,146	91	92	90
Mitchell CC	1,696	96	96	90
Montgomery CC	686	92	92	90
Nash CC	2,025	93	96	89
Pamlico CC	314	95	95	90
Piedmont CC	1,534	82	90	90
Pitt CC	4,062	94	94	89
Randolph CC	1,874	95	96	90
Richmond CC	2,001	91	92	88
Roanoke-Chowan CC	931	91	92	89
Robeson CC	2,535	92	92	88
Rockingham CC	1,863	91	90	89
Rowan-Cabarrus CC	3,680	97	97	91
Sampson CC	1,542	91	97	89
Sandhills CC	3,026	95	95	90
South Piedmont	1,446	96	96	90
Southeastern CC	2,144	85	91	88
Southwestern CC	1,897	89	89	87
Stanly CC	1,730	89	90	90
Surry CC	2,860	94	95	90
Tri-County CC	892	93	93	88
Vance-Granville CC	3,243	90	93	89
Wake TCC	7,745	90	91	91
Wayne CC	3,233	no data	no data	90
Western Piedmont CC	2,467	92	95	90
Wilkes CC	2,182	95	95	89
Wilson TCC	1,725	95	95	88
System Totals	154,482	90	91	90

Description/Definition College transfer programs provide educational experiences that will enable transfer students to make the transition to a baccalaureate program and perform as well as the students who enroll as first-time freshmen at universities. The purpose of this measure is to compare the performance of community college associate degree students (Associate in Arts, Associate in Science, and Associate in Fine Arts) who transfer to public North Carolina universities with students native to the four-year institutions.

Methodology and Data Source Data on two cohorts of college transfer students entering the public universities each year are analyzed. One cohort analysis compares the performance of college transfer degree recipients (AA, AS, AFA) at the end of two semesters at the public university to the performance of native juniors. The second cohort analysis compares the performance of college transfer students completing at least 24 hours or more of college transfer courses at a community college but not completing the degree to the performance of native sophomores. A cell size of at least ten students is required for reporting this measure.

The University of North Carolina General Administration analyzes performance data on students who transfer to a four-year public institution within two years of leaving a community college. No data are available from the private colleges and universities in North Carolina.

Community colleges may elect to work with private colleges and universities in collecting data on students who transfer to those institutions. The data must be consistent with the methodology employed by the UNC-General Administration in calculating the data for transfers to public universities. If colleges submit data from private or out-of-state institutions, then the System Office will include the data with the public university data.

Performance Standard Eighty-four percent (84%) of community college transfer students identified in the two cohorts will have a GPA greater than or equal to 2.0 after two semesters at a UNC institution. This measure is a required performance funding measure.

Results The data reported here are for students who left a community college in 1996-97. The reason for this time lag in the data is that students are allowed up to two years to transfer to be included in the cohort and performance data is based on two semesters of attendance once the students have transferred. It should be noted that 1996-97 was the last year the community college system was under the quarter system and was the year prior to the adoption of the common course library and statewide articulation agreement. In addition, only data on the degree recipients were available for this report. In the next report, data on both cohorts will be available. For these reasons, the data should be viewed as a starting point and not a true reflection of community college transfer programs.

For students who completed an AA, AS or AFA degree in 1996-97 and transferred to a UNC institution within two years, 75.1 percent had a GPA equal to or greater than 2.0 after two semesters at a public university. Five (5) community colleges met the performance standard. Again, however, caution must be used when viewing these data for they are incomplete. The data reported in the 2001 Critical Success Factors report will more accurately indicate the performance of these programs.

PERCENT OF 1996-97 COLLEGE TRANSFER STUDENTS WITH A
GPA OF > = 2.0 AFTER TWO SEMESTERS AT A UNC INSTITUTION

INSTITUTION	TOTAL FTE	NUMBER ENROLLED IN A UNC INSTITUTION	PERCENT WITH A GPA > = 2.0
Alamance CC	2,770		
Asheville-Buncombe TCC	4,094	18	72.2
Beaufort County CC	1,739	12	72.7
Bladen CC	849		
Blue Ridge CC	1,903	*	
Brunswick CC	1,028	17	52.9
Caldwell CC & TI	2,878	49	71.4
Cape Fear CC	4,285	75	62.7
Carteret CC	1,377	10	70.0
Catawba Valley CC	3,319	11	100.0
Central Carolina CC	4,100	12	75.0
Central Piedmont CC	10,741	104	73.1
Cleveland CC	1,939	23	73.9
Coastal Carolina CC	3,890	84	86.9
College of The Albemarle	1,838	32	84.4
Craven CC	2,195	31	77.4
Davidson County CC	2,478	29	82.8
Durham TCC	3,694	36	80.6
Edgecombe CC	1,878	*	
Fayetteville TCC	8,600	58	82.8
Forsyth TCC	4,695	18	55.6
Gaston College	3,378	52	55.8
Guilford TCC	6,652	34	85.3
Halifax CC	1,692	*	
Haywood CC	1,679	26	65.4
Isothermal CC	1,708	21	42.9
James Sprunt CC	1,262	19	79.0
Johnston CC	2,890	15	73.3
Lenoir CC	2,558	30	73.3
Martin CC	894	*	
Mayland CC	995	12	100.0
McDowell TCC	1,146	*	
Mitchell CC	1,696	31	74.2
Montgomery CC	686	*	
Nash CC	2,025	28	78.6
Pamlico CC	314		
Piedmont CC	1,534	15	73.3
Pitt CC	4,062	40	77.5
Randolph CC	1,874		
Richmond CC	2,001	*	
Roanoke-Chowan CC	931	*	
Robeson CC	2,535	12	75.0
Rockingham CC	1,863	24	79.2
Rowan-Cabarrus CC	3,680	22	68.2
Sampson CC	1,542	12	83.3
Sandhills CC	3,026	57	77.2
South Piedmont	1,446	*	
Southeastern CC	2,144	21	71.4
Southwestern CC	1,897	*	
Stanly CC	1,730	*	
Surry CC	2,860	66	78.8
Tri-County CC	892	12	83.3
Vance-Granville CC	3,243	29	72.4
Wake TCC	7,745	44	81.8
Wayne CC	3,233	34	82.4
Western Piedmont CC	2,467	45	82.2
Wilkes CC	2,182	36	80.6
Wilson TCC	1,725	*	
System Totals	154,482	1,424	75.1

**CORE INDICATORS OF
SUCCESS MEASURE F:**

Passing Rates of Students in Developmental Courses

Description/Definition CThe percent of students who complete developmental English, mathematics, or reading courses with a grade of "C" or better.

Methodology and Data Source CThe North Carolina Community College System Office has developed a computer program to identify developmental courses, identify students who complete these courses, and calculate passing rates for each course. The number and percent of students completing these courses with a grade of "C" or better will be calculated. The software will be run at each college annually and the data submitted to the Planning and Research Section of the System Office.

Performance Standard CSeventy percent (70%) of students who complete a developmental course will have a grade of "C" or better for that course.

Results CThe software necessary to implement this measure was developed and pilot tested during the 1999-00 academic year. Data on this measure will be available in the 2001 Critical Success Factors report.

**CORE INDICATORS OF
SUCCESS MEASURE G:**

**Success Rate of Developmental Students in Subsequent
College-Level Courses**

Description/Definition C The performance of developmental students in subsequent college level courses will be compared with the performance of non-developmental students in those courses. Specifically, performance of students in English 111 will be used to assess developmental English; performance in the first college-level mathematics course will be used to assess developmental mathematics; and performance in the first humanities course after completion of developmental reading will be used to assess developmental reading.

The purpose of this measure is to provide evidence that developmental courses equip students with the skills and knowledge necessary for success in their college studies. Once students have successfully completed the developmental courses, they should be able to pass curriculum courses.

Methodology and Data Source CA computer program is being developed by the Information Services Section of the North Carolina Community College System Office that will provide grade information on students who successfully complete developmental courses and enter college-level courses and on students who are enrolled in college-level courses without having been required to take developmental courses. The performance of these groups will be statistically analyzed to determine if students who have taken developmental courses are performing as well as students not requiring developmental courses.

Performance Standard C The performance standard for this measure is that there will be no statistically significant difference in the performance of developmental students as compared to non-developmental students.

Results C The software needed to track this information is in the development stages. Data on this measure will be available in the future.

**CORE INDICATORS OF
SUCCESS MEASURE H:**

Satisfaction of Program Completers and Non-Completers

Description/Definition C This indicator reports the proportion of graduates and early-leavers who indicate that the quality of the college programs and services met or exceeded their expectations.

Methodology and Data Source C The data are collected by survey, with each college using a standard set of questions. A minimum of 15 respondents (total) will be required to report the data at the institutional level. If the data are being used as the college's optional sixth performance funding measure, then an overall response rate of 50 percent or a statistically valid sample size is necessary.

Performance Standard C Eighty-five percent (85%) of the combined respondents will report being satisfied with the quality of the college's programs and services.

Results C The standard survey questions were implemented during the 2000-01 academic year. The data collected will be reported in the 2001 Critical Success Factors report.

Description/Definition C This composite indicator consists of:

1. Number of individuals completing a curriculum program with a certificate, diploma, or degree; and
2. Number of individuals who have not completed a program but who are continuing enrollment in either curriculum or occupational extension programs

This composite indicator will consist of the above two measures, each reported separately for each college. The sum of the two will be divided by the total number of curriculum students in the cohort to compute an indicator of curriculum student progress and success.

Methodology and Data Source C Cohorts will be defined each fall based upon number of students enrolled in degree granting curriculum programs (associate degree, certificate, and diploma). The cohort will be tracked from fall to fall using software developed by the Information Services section of the North Carolina Community College System Office to determine those who have graduated and those who have continued to be enrolled. This number, divided by the initial cohort, is the percentage reported.

Performance Standard C The performance standard for this measure is 60 percent of the fall cohort will either have completed their program or still be enrolled the following fall at the community college.

Results C This measure underwent change during 1999-00. Originally, this measure was to be a composite measure of completion, retention and goal completion of non-completers. Recognizing the problems with sampling non-completers and with mixing "hard" data (completion and retention statistics) with subjective data (survey results), the measure was redefined.

Data on this new measure are now being gathered and will be reported in the 2001 Critical Success Factors report.

**CORE INDICATORS OF
SUCCESS MEASURE J:**

Employer Satisfaction

Description/Definition CThe percentage of a sample of businesses who employ individuals trained or educated by a community college indicating that they are satisfied with the quality of those employees as it relates to the community college training and education. This measure is intended primarily to determine the satisfaction of organizations whose employees have been trained through a community college.

Methodology and Data Source CA A state level survey will be conducted each year to determine employer satisfaction. Employers will be divided into three categories based on historic enrollment of community college students and Standard Industrial Classification (SIC) code. Each category of employers will be surveyed every three years on an alternating basis.

Performance Standard CE Eighty-five percent (85%) of employers surveyed will report satisfaction with the skills of employees trained or educated by community colleges.

Results C The North Carolina General Assembly allocated funds for a statewide survey of business and industry in 2000-01. The results of the survey will be reported in the 2001 Critical Success Factors report.

**CORE INDICATORS OF
SUCCESS MEASURE K:**

Client Satisfaction with Customized Training

Description/DefinitionCThe percentage of a sample of businesses/industries who have received services from a community college indicating that their expectations have been met. This measure is intended primarily to determine the satisfaction of organizations that received services from a community college.

Methodology and Data SourceCA state level survey will be conducted each year to determine business/industry satisfaction. Businesses/industries will be divided into three categories based on historic enrollment of community college students and Standard Industrial Classification (SIC) code. Each category of businesses/industries will be surveyed every three years on an alternating basis.

Performance StandardCEighty-five percent (85%) of businesses/industries surveyed will report satisfaction with the services provided by community colleges.

ResultsCThe North Carolina General Assembly allocated funds for a statewide survey of business and industry in 2000-01. The results of the survey will be reported in the 2001 Critical Success Factors report.

Description/Definition C The three-year average annual unduplicated headcount enrollment in a curriculum program.

Methodology and Data Source C Using the Curriculum Registration files submitted by each community college to the North Carolina Community College System Office, the System Office will calculate annual unduplicated headcount for each program for the most current three years for which data are available. An average annual headcount based on the three-year data will be calculated.

The data will be for all award-granting programs; special credit programs will not be included. If a program is offered at several award levels (for example, the associate degree and certificate level) or if a program offers more than one concentration area, the data will be compiled as though it were one program.

Performance Standard C The performance standard for this measure is a three-year average annual headcount minimum of ten students.

Results C In the 1997-98 academic year, the North Carolina Community College System converted to the semester system and adopted a new common course catalog. At this time, programs offered underwent numerous revisions, deletions and additions. It is not currently possible to match data on programs prior to 1997-98 with programs beginning with 1997-98. For that reason, three years of data were not available for this report. This measure will be reported in the 2001 Critical Success Factors report.

SUMMARY OF CORE INDICATORS OF SUCCESS

During 1999-2000, the North Carolina Community College System began the implementation of the newly adopted performance measures. For many of the measures, this was a period of defining methodology and data collection techniques. As a result, data were available on only five measures for this first report. The 2001 Critical Success Factors will be able to report on at least 11 of the 12 measures and efforts are being made to collect data on all 12.

A summary of the System's performance on the measures and the number of colleges meeting each standard is presented on the next page.

SUMMARY REPORT ON PERFORMANCE MEASURES, 1999-2000
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

MEASURE	STANDARD	SYSTEM AVERAGE	# COLLEGES MEETING STANDARD
Progress of Basic Skills Students	75%	78%	47
Passing Rates on Licensure/ Certification Exams for First-Time Test Takers	Aggregate = 80% Exams = 70%	80%	32 11 9*
Goal Completion for Completers & Noncompleters	90%	99%	57**
Employment of Graduates	90% (adjusted)	90%	40***
Performance of College Transfer Students	84% > = 2.0	75%	5****
Passing Rates in Developmental Courses	70%		
Success Rate of Developmental Students in Subsequent College Level Courses	No Statistically Significant Difference Between Developmental and Nondevelopmental Students		
Student Satisfaction of Completers and NonCompleters	85%		
Curriculum Student Retention & Graduation	60%		
Employer Satisfaction	85%		
Business/Industry Satisfaction with Services Provided	85%		
Program Enrollment	Three-Year Average Annual Enrollment of 10		

* 32 colleges met the 80% standard; 11 colleges had no exam with a passing rate < 70%; 9 colleges met both standards

** 57 colleges reported data in 1999-2000

*** Data not available on 5 colleges

**** Data not available on 16 colleges; data are incomplete and only include AA, AS and AFA recipients

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
STRATEGIC PLAN, 1999-2001

EVALUATION OF PROGRESS

The Critical Success Factors report is the mechanism employed for assessing the progress of the System in achieving measurable objectives identified in the System's strategic plan. Factors two through six provide measures that monitor the success of the System in meeting its target levels of success.

The 2000 Critical Success Factors report provides baseline data on the measures. These data will be used in the 2001 Critical Success Factors report in determining the degree to which the System has met its target levels. Most of the data presented in this section of the report are System level data though where appropriate, college level data are presented for information.

The factors that comprise this section of the report are:

Factor II: Workforce Development

Factor III: Diverse Populations' Learning Needs

Factor IV: Resources

Factor V: Technology

CRITICAL SUCCESS FACTOR II: WORKFORCE DEVELOPMENT

Supporting North Carolina's economic development has been an important part of the mission of the Community College System since its beginning. The System is a major tool for providing the state's citizens with the education and skills they need to be productive in the workforce. The System's institutions have traditionally worked closely with the businesses in their areas to insure that the programs offered by the college prepare citizens to take the jobs that are available. They have also provided citizens with the skills to be self-employed.

North Carolina originated customized training programs for new industries that agreed to come into the state, and its approach has been copied widely. This program remains a strong part of the state's economic development arsenal, along with other categorically funded programs for existing industries and small businesses.

Along with these specialized programs, the System's ability to stay current with the job market protects the state from skill shortages and protects its citizens from finding their skills outdated by changing technology and market forces. Measures of the success of the system in staying on the cutting edge are difficult to determine, but important.

The State Board of Community Colleges has placed renewed emphasis on the role of North Carolina community colleges in workforce development. The 1999-2001 Strategic Plan established a new mission statement for the system and a new set of System goals have been adopted by the State Board of Community Colleges which emphasize education, training and retraining for the workforce, including basic skills/literacy, occupational and pre-baccalaureate programs.

The measures that have been identified for the success of the System in its economic development role are:

- A. Percent of high demand occupations encompassed by training programs
- B. Percent of employers satisfied with NCCCS training programs
- C. Percent of Tech Prep students enrolling in a community college
- D. Number of new Associate Degree programs developed with UNC to meet specialized needs
- E. Number of employers and trainees served by New and Expanding Industry Training (NEIT), Focused Industrial Training (FIT), Small Business Centers, and customized training
- F. Number of individuals completing the train-the-trainer partnership training
- G. Number of college officials serving on Workforce Development Boards and Job Services Employer Committees

**WORKFORCE DEVELOPMENT
MEASURE A:**

***Percent of High Demand Occupations
Encompassed by Training Programs***

Description/DefinitionC The percent of occupations identified as high demand or emerging at the local, regional, and state levels for which the North Carolina Community College System provides training, either through occupational extension or curriculum programs.

Methodology and Data SourceC High demand occupations are identified through various sources. On the state level, data from the Employment Security Commission on projected demand for employees by occupational categories will be analyzed. On the local and regional level, a statewide survey of business and industry administered by the North Carolina Community College System Office will collect information on future needs. Once the high demand occupations have been identified, data on the number of training programs offered by community colleges and number of students enrolled will be analyzed.

Performance TargetC By 2001, training programs will be developed that address 90 percent of the occupations identified as high demand or emerging at the local, regional and state levels.

ResultsC This is a new measure identified in the 1999-2001 Strategic Plan. Efforts are being made to identify the high demand and emerging occupations in North Carolina. Data were not available for 1998-99, but should be available in the 2001 Critical Success Factors report.

**WORKFORCE DEVELOPMENT
MEASURE B:**

***Percent of Employers Satisfied with NCCCS
Training Programs***

Description/DefinitionC The percent of employers in North Carolina who indicate satisfaction with the training programs offered by the North Carolina Community College System. This measure focuses on training programs and services provided to businesses and industries.

Methodology and Data SourceC A statewide survey administered by the System Office will be conducted each year to determine business and industry satisfaction. Business and industry will be divided into three categories based on the Standard Industrial Classification (SIC) codes. Each category of business and industry will be surveyed every three years on an alternating basis.

Performance TargetC Ninety percent (90%) of the businesses and industries surveyed will indicate satisfaction with the training programs and services provided by North Carolina Community Colleges.

ResultsC In the 2000 legislative session, the North Carolina General Assembly appropriated funds for the statewide business and industry survey. Data from this survey will be available in the 2001 Critical Success Factors report. Further, recognizing the importance of meeting the training needs of business and industry, this measure will become a Core Indicator of Success Measure in the 2001 Critical Success Factors report.

**WORKFORCE DEVELOPMENT
MEASURE C:**

***Percent of Tech Prep Students Enrolling in a
Community College***

Description/DefinitionC The percent of high school graduates who were in the Tech Prep program in high school and enroll the following year in a community college. This measure is dependent on the ability of the high schools to identify graduates of Tech Prep programs.

Methodology and Data SourceC The data on the number of high school graduates who complete the Tech Prep requirements will be gathered from the North Carolina Department of Public Instruction. The number and percent of those students who enroll in a community college the year following graduation will be determined from the curriculum registration files submitted by the colleges to the System Office.

Performance TargetC A performance target for this measure was not established in the 1999-2001 Strategic Plan. As the data are collected and analyzed, a target level will be determined.

ResultsC The North Carolina Department of Public Instruction (NCDPI) has had limited success in identifying the number of graduates who successfully completed the Tech Prep program; therefore, data are not available at this time. It is anticipated with the development of the new NCDPI Student Information Management System (SIMS), these data will be available in the 2001 Critical Success Factors report.

Limited data are available on the percent of high school graduates who enroll in a community college and who completed Tech Prep at the high school level. In 1998-99, 13.97 percent of the 1998 high school graduates who enrolled in a community college had successfully completed the high school Tech Prep program. It should be noted that these data are incomplete due to the lack of information from some school districts on students who successfully completed the Tech Prep program. Even with this shortcoming, the data do provide a starting point for examining the transition of Tech Prep students from high school to community colleges.

NUMBER OF 1998 HIGH SCHOOL GRADUATES WHO SUCCESSFULLY COMPLETED TECH PREP
AND ENROLLED IN A COMMUNITY COLLEGE IN 1998-99

INSTITUTION	TOTAL FTE	1998 HIGH SCHOOL GRADUATES ENROLLED	TECH PREPS ENROLLED	PERCENTAGE
Alamance CC	2,770	289	23	7.96
Asheville-Buncombe TCC	4,094	306	65	21.24
Beaufort County CC	1,739	112	10	8.93
Bladen CC	849	29	4	13.79
Blue Ridge CC	1,903	115	11	9.57
Brunswick CC	1,028	82	10	12.20
Caldwell CC & TI	2,878	217	19	8.76
Cape Fear CC	4,285	460	19	4.13
Carteret CC	1,377	100	24	24.00
Catawba Valley CC	3,319	409	78	19.07
Central Carolina CC	4,100	236	20	8.47
Central Piedmont CC	10,741	944	1	0.11
Cleveland CC	1,939	154	41	26.62
Coastal Carolina CC	3,890	310	27	8.71
College of the Albemarle	1,838	195	22	11.28
Craven CC	2,195	212	35	16.51
Davidson County CC	2,478	193	20	10.36
Durham TCC	3,694	236	16	6.78
Edgecombe CC	1,878	108	18	16.67
Fayetteville TCC	8,600	347	15	4.32
Forsyth TCC	4,695	371	60	16.17
Gaston College	3,378	416	45	10.82
Guilford TCC	6,652	543	75	13.81
Halifax CC	1,692	118	33	27.97
Haywood CC	1,679	127	26	20.47
Isothermal CC	1,708	157	34	21.66
James Sprunt CC	1,262	81	24	29.63
Johnston CC	2,890	253	52	20.55
Lenoir CC	2,558	185	52	28.11
Martin CC	894	63	11	17.46
Mayland CC	995	61	23	37.70
McDowell TCC	1,146	66	12	18.18
Mitchell CC	1,696	194	43	22.16
Montgomery CC	686	60	4	6.67
Nash CC	2,025	166	23	13.86
Pamlico CC	314	13	4	30.77
Piedmont CC	1,534	67	7	10.45
Pitt CC	4,062	475	50	10.53
Randolph CC	1,874	159	37	23.27
Richmond CC	2,001	150	51	34.00
Roanoke-Chowan CC	931	63	4	6.35
Robeson CC	2,535	101	5	4.95
Rockingham CC	1,863	133	40	30.08
Rowan Cabarrus CC	3,680	352	56	15.91
Sampson CC	1,542	141	14	9.93
Sandhills CC	3,026	402	121	30.10
South Piedmont CC	1,446	103	27	26.21
Southeastern CC	2,144	198	29	14.65
Southwestern CC	1,897	151	27	17.88
Stanly CC	1,730	173	32	18.50
Surry CC	2,860	341	54	15.84
Tri-County CC	892	94	22	23.40
Vance-Granville CC	3,243	231	48	20.78
Wake TCC	7,745	797	20	2.51
Wayne CC	3,233	328	54	16.46
Western Piedmont CC	2,467	253	38	15.02
Wilkes CC	2,182	243	58	23.87
Wilson TCC	1,725	110	22	20.00
System Totals	154,482	12,993	1,815	13.97

**WORKFORCE DEVELOPMENT
MEASURE D:**

***Number of New Associate Degree Programs
Developed with the UNC System to Meet
Specialized Needs***

Description/DefinitionC The number of associate degree programs developed in cooperation with the University of North Carolina System to meet specialized needs of the state. The purpose of developing these programs is to share resources in meeting the needs of the state.

Methodology and Data SourceC Information will be gathered annually from the Academic and Student Services Division of the North Carolina Community College System Office on the number of approved curriculum programs developed with the UNC System.

Performance TargetC Since these programs are developed in response to specialized needs of the state, no annual target has been established.

ResultsC No progress has been made in this area.

**WORKFORCE DEVELOPMENT
MEASURE E:**

***Number of Employers and Trainees Served
by: NEIT, FIT, Small Business Centers, and
Customized Training***

Description/Definition C The number of employers and individuals served by categorical programs created specifically to address employers needs. This measure is designed to provide information on specific activities of community colleges that promote the economic development of the state.

Methodology and Data Source C Information on the number of trainees, projects, businesses, and individuals served through these categorical programs are collected annually by the Economic and Workforce Development Division of the North Carolina Community College System Office.

Performance Target C These programs were designed to provide specialized services and were not intended to be "numbers driven." Fluctuations in numbers from year to year reflect various factors such as funding availability, scope of the projects funded, and local demand.

Results C The data demonstrate that these programs continue to serve a valuable service to a large number of industries and individuals in the state.

NEW & EXPANDING INDUSTRY TRAINEES & PROJECTS

YEAR	TRAINEES	PROJECTS
1994-95	18,805	192
1995-96	27,505	183
1996-97	25,076	184
1997-98	22,985	201
1998-99	19,960	193

FOCUSED INDUSTRIAL TRAINING: TRAINEES & INDUSTRIES SERVED*

YEAR	TRAINEES	INDUSTRIES
1994-95	9,453	752
1995-96	9,898	750
1996-97	8,943	711
1997-98	8,939	576
1998-99	14,256	666

*Includes the apprenticeship program.

SMALL BUSINESS CLIENTS SERVED

YEAR	# OF CENTERS	PARTICIPANTS	COUNSEL	REFERRAL	EXT./CURR. COURSE PARTICIPANT
1994-95	58	48,508	15,863	4,647	11,663
1995-96	58	42,905	13,967	5,324	14,932
1996-97	58	41,408	10,679	5,353	20,416
1997-98	58	47,696	12,081	6,815	24,707
1998-99	58	47,256	4,310	10,092	19,599

**WORKFORCE DEVELOPMENT
MEASURE F:**

***Number of Individuals Completing the Train-
the-Trainer Partnership Training***

Description/DefinitionC This measure is intended to examine the success of the community college system in developing leadership in establishing partnerships with local, regional, and state agencies and employers to address the needs of current and former welfare recipients. The measure reflects the number of individuals who have been trained to work with agencies in the development of partnerships.

Methodology and Data SourceC Information will be collected and reported by the Economic and Workforce Development Division on the number of community college faculty and staff who have successfully completed the Train-the-Trainer program.

Performance TargetC No specific target level has been established for this measure.

ResultsC The Train-the-Trainer programs were being developed in 1998-99; no data on number of trainees were available. Number of individuals trained in 1999-00 will be reported in the 2001 Critical Success Factors report.

**WORKFORCE DEVELOPMENT
MEASURE G:**

***Number of College Officials Serving on
Workforce Development Boards and Job
Services Employer Committees***

Description/DefinitionC Like Measure F, this measure is intended to examine the success of the community college system in providing leadership in establishing partnerships with local, regional, and state agencies and employers to address the needs of current and former welfare recipients. The measure reflects the number of community college officials serving on Workforce Development Boards and Job Services Employer Committees.

Methodology and Data SourceC Data on community college participation on Workforce Development Boards and Job Services Employer Committees are collected by the Economic and Workforce Development Division. The data should be examined at the System level only, since many Workforce Development Boards cover multiple community college service areas but only allow for one community college representative to serve as a member.

ResultsC In 1998-99, 27 community college officials served on 24 Workforce Development Boards. The table below provides information on the Workforce Development Boards and the community college representation.

**SUMMARY OF COMMUNITY COLLEGE REPRESENTATION
ON WORKFORCE DEVELOPMENT BOARDS**

WORKFORCE BOARD	COUNTIES SERVED	COMMUNITY COLLEGES IN SERVICE AREA	COLLEGE REPRESENTATIVE
Cape Fear	Brunswick, Columbus, New Hanover , & Pender	Brunswick CC Cape Fear CC Southeastern CC	<i>Vacant since Dr. Scott left.</i>
Capital Area	Johnston & Wake	Johnston CC Wake TCC	<i>Dr. Neill McLeod Sr. Vice President, Wake TCC Dr. Don Reichard, President Johnston CC</i>
Centralina	Cabarrus, Iredell, Lincoln Rowan, Stanly, & Union	Gaston CC Mitchell CC Rowan-Cabarrus CC South Piedmont CC Stanly CC	<i>Dr. Doug Eason, President Mitchell CC</i>
Central Piedmont	Durham	Durham TCC	<i>Tom Russo, Coordinator Career Services Center Durham TCC</i>
Charlotte/Mecklenburg	Mecklenburg	Central Piedmont CC	<i>Dr. Nicholas Gennett Vice President Education Support Services Central Piedmont CC</i>
Cumberland Co SDA	Cumberland	Fayetteville TCC	<i>Dr. J.C. Basnight, Asst. to President, Fayetteville TCC</i>
Davidson Co SDA	Davidson	Davidson Co. CC (also has campus in Davie Co.- has rep. on Northwest Piedmont WDB)	<i>Dr. Bryan Brooks, President Davidson CC</i>
Eastern Carolina	Carteret, Craven, Duplin, Greene, Jones, Lenoir, Onslow, Pamlico, & Wayne	Carteret CC Lenoir CC Coastal Carolina CC Pamlico CC Craven CC Wayne CC James Sprunt CC	<i>Dr. Karen Pettit, President Lenoir CC</i>
Gaston Co SDA	Gaston	Gaston College	<i>Dr. Linda Greer, Dean of Continuing Education Gaston College</i>
Greensboro/HPT/Guilford	Guilford	Guilford TCC	<i>Dr. Don Cameron, President Guilford Tech CC</i>
Kerr-Tar	Caswell, Franklin, Granville, Person, Vance, & Warren	Piedmont CC Vance-Granville CC	<i>Dr. James Owen, President Piedmont CC</i>
Lumber River	Bladen, Hoke, Robeson, & Scotland	Bladen CC Richmond CC Robeson CC Sandhills CC	<i>Fred Williams, President Robeson CC</i>

WORKFORCE BOARD	COUNTIES SERVED	COMMUNITY COLLEGES IN SERVICE AREA	COLLEGE REPRESENTATIVE
Mid-Carolina	Chatham, Harnett, Lee, & Sampson	Central Carolina CC Sampson CC	<i>Dr. Marvin Joyner, President Central Carolina CC</i> <i>Dr. Clifton Paderick, President Sampson CC</i>
Mountain Area	Buncombe, Henderson, Madison, & Transylvania	Asheville-Buncombe TCC Blue Ridge CC	<i>Ray Bailey, President Asheville-Buncombe TCC</i> <i>Dr. David Sink, President Blue Ridge CC</i>
Northwest Piedmont	Davie, Rockingham, Stokes, Surry, & Yadkin	Davidson Co. CC Forsyth CC Rockingham CC Surry CC	<i>Anita Bullin, Director Career Servs, Surry CC (representing Surry Co.)</i> <i>John B. Thomas, Dean College Services Davidson County CC (representing Davie Co)</i>
Region C	Cleveland, McDowell, Polk, & Rutherford	Cleveland CC Isothermal CC McDowell TCC	<i>Joe Hamrick, Vice President (retired) Cleveland CC (serving rest of term rep.col)</i>
Region D	Alleghany, Ashe, Avery Mitchell, Watauga, Wilkes, & Yancey	Caldwell CC & TI Mayland Wilkes CC	<i>Chris Robinson, Director Ashe Campus of Wilkes CC (represents Ashe County - representation will move to Wilkes County in 2 yrs)</i>
Region H	Anson, Montgomery, Moore, & Richmond	Anson CC Montgomery CC Sandhills CC Richmond CC	<i>Joe Grimsley, President Richmond CC (regional slot)</i>
Region L	Edgecombe, Halifax Nash, Northampton, & Wilson	Edgecombe CC Halifax CC Nash CC Wilson TCC	<i>Dr. Denise Sessoms Vice President at Wilson TCC (representation rotates every 2 yrs from one of the 5 counties)</i>
Region Q	Beaufort, Bertie, Hertford, Martin, & Pitt	Beaufort CC Martin CC Pitt CC Roanoke-Chowan CC	<i>Dr. Edgar Boyd Executive Vice President Pitt CC</i>
Region R	Camden, Chowan, Currituck, Dare, Gates, Hyde, Pasquotank, Perquimans, Tyrrell, & Washington	College of The Albemarle Beaufort CC	<i>Dr. Sylvester McKay, President College of the Albemarle</i>
Regional Consolidated Services	Alamance, Orange, & Randolph	Alamance CC Durham CC Randolph CC	<i>Angela Moore Director of Literacy Randolph CC (regional slot – represents 3 counties)</i>
Southwestern	Cherokee, Clay, Graham, Haywood, Jackson, Macon, & Swain	Haywood CC Southwestern CC Tri-County CC	<i>Dr. Norman Oglesby, President Tri-County CC</i>

WORKFORCE BOARD	COUNTIES SERVED	COMMUNITY COLLEGES IN SERVICE AREA	COLLEGE REPRESENTATIVE
Western Piedmont	Alexander, Burke, Caldwell, & Catawba	Caldwell CC & TI Catawba Valley CC Western Piedmont CC	<i>Dr. Coy Hudson, Vice President of Adm, Catawba Valley CC</i>
Winston-Salem/Forsyth County	Forsyth	Forsyth TCC	<i>James Rousseau, Vice President Relations & Development Forsyth TCC</i>

CRITICAL SUCCESS FACTOR III: DIVERSE POPULATIONS LEARNING NEEDS

At the core of the Community College System's mission is its open door policy. Community colleges, in the words of founding father Dallas Herring, "take people from where they are to where they want to be." The special mission of the community colleges is to serve those who did not have opportunities to learn or who missed out on those opportunities, and to serve people who have special problems to overcome. Thus, there is an emphasis on reaching out to the underserved: dropouts, handicapped, economically or educationally disadvantaged and other groups who are not traditionally included in higher education.

There are many issues facing community colleges today, but perhaps none strike at the core of our mission as hard as does the reality of limited resources in this time of economic uncertainty. How long can the "open door" remain open when personnel, services, and facilities are strained to their limits? As the demands on community colleges continue to rise without a corresponding increase in resources, the "open door" that is the path to opportunity for so many closes just a bit more.

The state needs to raise the productivity of its citizens, and these are times in which people have a harder time being self-sufficient and raising families unless they have an education. Providing access to education, a constitutional duty of the state, is increasingly important to individuals and society. A successful community college system will reach out to underserved groups.

The measures identified as indicators of the System's success in meeting the learning needs of diverse populations are:

- A. Number and percent of dropouts annually served by literacy programs
- B. Number of GEDs and AHSDs awarded compared to the number of dropouts statewide
- C. Percent of basic skills students and recent high school graduates enrolling in community colleges
- D. Unduplicated headcount in English as a Second Language (ESL)
- E. Number of colleges establishing partnerships to address the needs of current and former welfare recipients
- F. Number of under-represented students enrolled per category
- G. Percent of students receiving financial aid and amount of aid compared with cost of attendance
- H. Percent of population of service area enrolled

**DIVERSE POPULATIONS
LEARNING NEEDS
MEASURE A:**

**Number and Percent of Dropouts Annually Served by
Basic Skills Programs**

Description/Definition The number and percent of high school dropouts who enroll in a basic skills program at a community college. Basic skills programs include Adult Basic Education, Adult High School, General Educational Development (GED), Compensatory Education, and English as a Second Language.

Methodology and Data Source Data on last year of high school attendance and number of years of high school completed are gathered at the time a student registers for classes. The last year of high school attendance data is matched against initial enrollment year to determine the number of students who enroll in a community college basic skills program within one year of dropping out of high school.

Performance Target No performance target level has been established for this measure.

Results In 1998-99, community colleges enrolled 16,107 high school dropouts who dropped out of school during 1998-99. This "safety net" feature continues to be an important role played by community colleges.

**NUMBER OF RECENT HIGH SCHOOL DROPOUTS WHO
ENROLLED IN A BASIC SKILLS PROGRAM**

YEAR DROPPED OUT OF HIGH SCHOOL	YEAR ENROLLED IN A COMMUNITY COLLEGE	NUMBER ENROLLED
1/1/94C6/30/95	1994B95	(data not available)
1/1/95C6/30/96	1995B96	11,766
1/1/96C6/30/97	1996–97	15,553
1/1/97C6/30/98	1997–98	20,620
1/1/98-6/30/99	1998-99	16,107

NUMBER OF HIGH SCHOOL DROPOUTS DURING 1998-99 WHO ENROLLED IN A
BASIC SKILLS PROGRAM AT A COMMUNITY COLLEGE DURING 1998-99

INSTITUTION	TOTAL FTE	NUMBER ENROLLED
Alamance CC	2,770	370
Asheville-Buncombe TCC	4,094	474
Beaufort County CC	1,739	91
Bladen CC	849	70
Blue Ridge CC	1,903	297
Brunswick CC	1,028	140
Caldwell CC & TI	2,878	198
Cape Fear CC	4,285	269
Carteret CC	1,377	127
Catawba Valley CC	3,319	209
Central Carolina CC	4,100	720
Central Piedmont CC	10,741	1,360
Cleveland CC	1,939	288
Coastal Carolina CC	3,890	375
College of The Albemarle	1,838	494
Craven CC	2,195	274
Davidson County CC	2,478	375
Durham TCC	3,694	305
Edgecombe CC	1,878	214
Fayetteville TCC	8,600	484
Forsyth TCC	4,695	358
Gaston College	3,378	302
Guilford TCC	6,652	574
Halifax CC	1,692	162
Haywood CC	1,679	123
Isothermal CC	1,708	151
James Sprunt CC	1,262	102
Johnston CC	2,890	205
Lenoir CC	2,558	365
Martin CC	894	135
Mayland CC	995	132
McDowell TCC	1,146	40
Mitchell CC	1,696	259
Montgomery CC	686	26
Nash CC	2,025	223
Pamlico CC	314	16
Piedmont CC	1,534	160
Pitt CC	4,062	477
Randolph CC	1,874	283
Richmond CC	2,001	439
Roanoke-Chowan CC	931	98
Robeson CC	2,535	247
Rockingham CC	1,863	170
Rowan-Cabarrus CC	3,680	377
Sampson CC	1,542	164
Sandhills CC	3,026	224
South Piedmont CC	1,446	83
Southeastern CC	2,144	188
Southwestern CC	1,897	447
Stanly CC	1,730	392
Surry CC	2,860	164
Tri-County CC	892	89
Vance-Granville CC	3,243	710
Wake TCC	7,745	44
Wayne CC	3,233	230
Western Piedmont CC	2,467	404
Wilkes CC	2,182	188
Wilson TCC	1,725	222
System Totals	154,482	16,107

**DIVERSE POPULATIONS
LEARNING NEEDS
MEASURE B:**

***Number of GEDs and AHSDs Awarded Compared to
the Number of Dropouts Statewide***

Description/Definition The number of GEDs and Adult High School Diplomas (AHSDs) awarded by community colleges annually compared to the number of public school dropouts. This measure serves as an indicator of the degree to which community colleges reduce the total pool of people in North Carolina with less than a high school education.

Methodology and Data Source Data on the number of GEDs and AHSDs awarded are gathered and reported annually by the North Carolina Community College System Office. Data on the number of dropouts is provided by the North Carolina Department of Public Instruction.

Performance Target By 2001, increase by 10 percent the number of individuals enrolled in the GED and AHSD programs that complete the program.

Results The number of GEDs and AHSDs awarded in 1998-99 is consistent with previous years. The most obvious change in the data for 1998-99 is the dramatic increase in the number of high school dropouts. This increase occurred due to a coding change at the Department of Public Instruction. Prior to 1998-99, if a student dropped out of high school and enrolled in a community college, they were not coded as a dropout, but were coded as a transfer student. Beginning in 1998-99, all students who dropout of high school, whether or not they enter a community college, are being coded as dropouts.

**NUMBER OF GEDs AND AHSDs AWARDED COMPARED TO THE
NUMBER OF DROPOUTS STATEWIDE**

YEAR	NEW DROPOUTS ADDED TO DROPOUT POOL	GED/AHS DIPLOMAS AWARDED	INCREASE IN DROPOUT POOL
1994-95	17,844	16,797	1,047
1995-96	18,203	16,913	1,290
1996-97	18,235	17,144	1,091
1997-98	18,501	17,758	743
1998-99	24,356*	17,697	6,659

* Increased number of dropouts reflects the public schools no longer coding students who dropout of high school and enter a community college as transfers. Beginning in 1998-99 these students are coded as dropouts.

NUMBER OF GEDs/AHSDs AWARDED, 1998-99

INSTITUTION	TOTAL FTE	AHS	GED
Alamance CC	2,770	23	385
Asheville-Buncombe TCC	4,094	5	555
Beaufort County CC	1,739	*	133
Bladen CC	849	16	121
Blue Ridge CC	1,903	19	350
Brunswick CC	1,028	11	120
Caldwell CC & TI	2,878	29	397
Cape Fear CC	4,285	93	278
Carteret CC	1,377	64	180
Catawba Valley CC	3,319	*	336
Central Carolina CC	4,100	166	408
Central Piedmont CC	10,741	230	688
Cleveland CC	1,939	69	118
Coastal Carolina CC	3,890	51	342
College of the Albemarle	1,838	79	377
Craven CC	2,195	17	150
Davidson County CC	2,478	96	224
Durham TCC	3,694	74	104
Edgecombe CC	1,878	53	248
Fayetteville TCC	8,600	131	289
Forsyth TCC	4,695	105	371
Gaston College	3,378	87	515
Guilford TCC	6,652	155	429
Halifax CC	1,692	*	127
Haywood CC	1,679	*	183
Isothermal CC	1,708	29	192
James Sprunt CC	1,262	17	115
Johnston CC	2,890	118	95
Lenoir CC	2,558	55	211
Martin CC	894	22	71
Mayland CC	995	*	225
McDowell TCC	1,146	*	113
Mitchell CC	1,696	*	301
Montgomery CC	686	*	33
Nash CC	2,025	20	177
Pamlico CC	314	*	70
Piedmont CC	1,534	*	223
Pitt CC	4,062	38	284
Randolph CC	1,874	53	234
Richmond CC	2,001	33	519
Roanoke-Chowan CC	931	*	104
Robeson CC	2,535	129	116
Rockingham CC	1,863	*	107
Rowan Cabarrus CC	3,680	76	373
Sampson CC	1,542	*	251
Sandhills CC	3,026	*	385
South Piedmont	1,446	28	199
Southeastern CC	2,144	32	210
Southwestern CC	1,897	9	368
Stanly CC	1,730	97	73
Surry CC	2,860	*	203
Tri-County CC	892	*	101
Vance-Granville CC	3,243	65	490
Wake TCC	7,745	29	556
Wayne CC	3,233	48	314
Western Piedmont CC	2,467	40	527
Wilkes CC	2,182	68	126
Wilson TCC	1,725	65	123
State Office			136
System Total	154,482	2,644	15,053

* College does not offer the AHS program

**DIVERSE POPULATIONS
LEARNING NEEDS
MEASURE C:**

***Percent of Basic Skills Students and Recent High
School Graduates Enrolling in a Community College***

Description/Definition The number and percent of basic skills students and recent high school graduates who enroll in a community college. The measure is designed to determine the number and percent that move directly from basic skills programs or high school into a community college curriculum or occupational extension program.

Methodology and Data Source The number and percent of recent high school graduates enrolling in a community college is reported annually by the Information Services section of the North Carolina Community College System Office. The number and percent of basic skills students enrolling in a curriculum or occupational extension course are determined by tracking basic skills students from one year to the next utilizing the registration files submitted by the college. This analysis is performed by the Planning and Research Section of the North Carolina Community College System Office.

Performance Target By 2001 increase the percent of each target group that enroll in a community college by 10 percent.

Results The tracking of basic skills students into curriculum or occupational extension is important for determining the success of community colleges in encouraging students to get the necessary skills for today's marketplace. In 1998-99, 9.8 percent of the basic skills students enrolled in 1997-98 continued their education in a community college in either occupational extension courses or curriculum programs. The enrollment of 1998 high school graduates totaled 58,992, or 31.2 percent of all high school graduates.

**TRANSITION OF BASIC SKILLS STUDENTS AND HIGH SCHOOL GRADUATES
TO OCCUPATIONAL EXTENSION AND CURRICULUM PROGRAMS**

YEAR ENROLLED	BASIC SKILLS STUDENTS		HIGH SCHOOL GRADUATES	
	NUMBER	PERCENT	NUMBER	PERCENT
1997-98	11,015	8.6	57,886	32.6
1998-99	12,740	9.8	58,922	31.2

**DIVERSE POPULATIONS
LEARNING NEEDS
MEASURE D:**

***Unduplicated Headcount in English as a Second
Language***

Description/DefinitionC The number of individuals enrolled in English as a Second Language (ESL) programs in North Carolina Community Colleges.

Methodology and Data SourceC Enrollment data on English as a Second Language are collected and reported annually by the North Carolina Community College System Office. The source of the data is the Literacy Education Information System (LEIS).

Performance TargetC By 2001 increase the enrollment in English as a Second Language programs by 10 percent.

ResultsC The data show a steady increase in the number of students enrolled in the English as a Second Language program. The total number of students served by this program increased by 17 percent from 1997-98 to 1998-99 reflecting the high demand for the program.

**UNDUPLICATED HEADCOUNT ENROLLMENT IN
ENGLISH AS A SECOND LANGUAGE (ESL)
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**

YEAR	UNDUPLICATED ENROLLMENT
1994-95	15,025
1995-96	20,215
1996-97	24,115
1997-98	26,053
1998-99	30,469

ENROLLMENT IN ENGLISH AS A SECOND LANGUAGE, 1998-99

INSTITUTION	TOTAL	ENGLISH AS A SECOND LANGUAGE				TOTAL
		PRE-LITERACY	BEGINNING	INTERMED.	ADVANCED	
Alamance CC	2,770	361	409	62	20	852
Asheville-Buncombe TCC	4,094	319	233	65	15	632
Beaufort County CC	1,739	175	164	14	2	355
Bladen CC	849	0	229	0	2	231
Blue Ridge CC	1,903	2	199	35	10	246
Brunswick CC	1,028	0	96	1	1	98
Caldwell CC & TI	2,878	103	164	55	27	349
Cape Fear CC	4,285	0	580	83	48	711
Carteret CC	1,377	0	31	17	11	59
Catawba Valley CC	3,319	426	752	319	27	1,524
Central Carolina CC	4,100	0	1,353	108	46	1,507
Central Piedmont CC	10,741	0	2,783	595	116	3,494
Cleveland CC	1,939	0	122	0	0	122
Coastal Carolina CC	3,890	99	177	9	2	287
College of the Albemarle	1,838	23	85	16	8	132
Craven CC	2,195	0	260	39	7	306
Davidson County CC	2,478	51	342	52	12	457
Durham TCC	3,694	304	995	640	369	2,308
Edgecombe CC	1,878	0	112	0	0	112
Fayetteville TCC	8,600	46	397	412	187	1,042
Forsyth TCC	4,695	0	1,586	143	59	1,788
Gaston College	3,378	0	105	8	2	115
Guilford TCC	6,652	433	1,159	319	66	1,977
Halifax CC	1,692	0	10	0	1	11
Haywood CC	1,679	8	66	9	10	93
Isothermal CC	1,708	67	178	16	8	269
James Sprunt CC	1,262	0	172	3	0	175
Johnston CC	2,890	0	293	6	2	301
Lenoir CC	2,558	4	179	2	1	186
Martin CC	894	0	144	11	9	164
Mayland CC	995	34	107	35	18	194
McDowell TCC	1,146	0	119	16	10	145
Mitchell CC	1,696	0	316	99	45	460
Montgomery CC	686	0	126	12	3	141
Nash CC	2,025	25	122	2	0	149
Pamlico CC	314	1	7	24	0	32
Piedmont CC	1,534	0	66	4	1	71
Pitt CC	4,062	0	285	4	1	290
Randolph CC	1,874	71	314	117	71	573
Richmond CC	2,001	0	137	1	3	141
Roanoke-Chowan CC	931	0	8	0	0	8
Robeson CC	2,535	0	79	0	0	79
Rockingham CC	1,863	0	165	15	5	185
Rowan Cabarrus CC	3,680	63	530	30	13	636
Sampson CC	1,542	0	203	2	6	211
Sandhills CC	3,026	189	264	30	15	498
South Piedmont CC	1,446	15	74	4	1	94
Southeastern CC	2,144	0	59	0	0	59
Southwestern CC	1,897	11	31	2	1	45
Stanly CC	1,730	0	415	15	0	430
Surry CC	2,860	2	180	91	17	290
Tri-County CC	892	1	30	2	0	33
Vance-Granville CC	3,243	1	385	9	5	400
Wake TCC	7,745	875	1,812	909	637	4,233
Wayne CC	3,233	0	283	5	0	288
Western Piedmont CC	2,467	1	203	25	8	237
Wilkes CC	2,182	2	322	16	0	340
Wilson TCC	1,725	0	304	0	0	304
System Totals	154,482	3,712	20,321	4,508	1,928	30,469

**DIVERSE POPULATIONS
LEARNING NEEDS
MEASURE E:**

***Number of Colleges Establishing Partnerships to
Address Needs of Current and Former Welfare
Recipients***

Description/DefinitionC The number of colleges that establish partnerships with other federal, state and local agencies and employers to address the needs of current and former welfare recipients.

Methodology and Data SourceC Information on the number and types of partnerships designed to address the needs of current and former welfare recipients in which community colleges play a role will be gathered by the Economic and Workforce Development Division of the North Carolina Community College System Office. The source of the data will be a survey of the colleges.

Performance TargetC No performance target has been established for this measure.

ResultsC This measure was identified during 1998-99 and implemented in 1999-00; therefore, data are not available for 1998-99. Data will be reported in the 2001 Critical Success Factors report.

**DIVERSE POPULATIONS
LEARNING NEEDS
MEASURE F:**

***Number of Under-Represented Students Enrolled Per
Category***

Definition/DescriptionC This measure is intended to examine the enrollment of under-represented students in community colleges programs. Once categories of "under-represented" students are defined, data on enrollment trends for the categories can be developed.

Methodology and Data SourceC The source of the data for this measure is the curriculum and extension registration files maintained by the System Office. The major task to be achieved in addressing this measure is to define the categories of "under-represented" students. Once defined, the registration files will be analyzed to determine enrollment figures.

Performance TargetC By 2001, identify populations under-represented in community college programs and increase their enrollment by 10 percent.

ResultsC No progress has been made in the identification of "under-represented" students. Once these data are identified, then enrollment data can be provided.

**DIVERSE POPULATIONS
LEARNING NEEDS
MEASURE G:**

***Percent of Students Receiving Financial Aid and
Amount of Aid Compared with Cost of Attendance***

Description/DefinitionC The percent of curriculum students enrolled in award granting programs who receive some type of financial aid and the average amount of that aid compared with the cost of attendance. For purposes of this measure, cost of attendance includes tuition and fees, books and supplies, and other expenses.

Methodology and Data SourceC Data on number of students receiving financial aid and the amount of the aid is collected and reported annually by the UNC-General Administration. The data are published in the Statistical Abstract of Higher Education in North Carolina. Beginning in 1999-00, data on the cost of attendance is reported by each college as part of the federal IPEDS data collection system. This information is downloaded from the IPEDS database and average cost of attendance for the System is calculated.

Performance TargetC No performance target level has been set for this measure.

ResultsC The number of students receiving financial aid in 1998-99 increased by 13,107. At the same time, the average amount of aid received increased by \$378. Data on the cost of attendance were not available in 1998-99 but will be available for the 2001 Critical Success Factors report.

**NUMBER AND PERCENT OF CURRICULUM STUDENTS RECEIVING FINANCIAL AID
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**

YEAR	NUMBER OF CURRICULUM STUDENTS RECEIVING FINANCIAL AID*	PERCENT OF CURRICULUM STUDENTS RECEIVING FINANCIAL AID*	AVERAGE DOLLAR VALUE
1994-95	74,038	43.5	\$985
1995-96	72,616	42.6	\$1,010
1996-97	79,481	48.3	\$967
1997-98	77,301	51.6	\$1,229
1998-99	90,408	54.0	\$1,607

* Number and percent based on number of curriculum students enrolled in associate degree, diploma and certificate granting programs. Students enrolled in transition programs (special credit, dual enrollment and Huskins Bill) are not eligible for financial aid.

** Data not available on number and percent of students receiving financial aid as a result of the 1999 state appropriated \$5.0 million for financial aid.

**DIVERSE POPULATIONS
LEARNING NEEDS
MEASURE H:**

**Percent of the Adult Population in Service Area
Enrolled**

Description/DefinitionC The percent of the adult population in each college's service area enrolled in either curriculum or continuing education.

Methodology and Data SourceC The unduplicated headcount for each college is determined from the curriculum and continuing education registration data files. The service area population data are derived from population statistics available from the State Demographers office. The population data are for individuals 18 years or older.

Performance TargetC No performance target level has been set for this measure.

ResultsC The percent of adult population served declined from 12.6 percent in 1997-98 to 10.0 percent in 1998-99. This decline, however, does not represent a decline in enrollment. Enrollment in 1998-99 increased by 49,225 over the 1997-98 enrollment figures. The decline in percent of population served reflects the rapidly increasing adult population in North Carolina.

**PERCENT OF ADULT POPULATION IN SERVICE AREA
ENROLLED PER COLLEGE (STATE AVERAGE)**

YEAR	% OF SERVICE AREA POPULATION ENROLLED (SYSTEM AVE. PER COLLEGE)
1994-95	14.1
1995-96	14.0
1996-97	14.1
1997-98	12.6
1998-99	10.0

PERCENT OF ADULT POPULATION IN SERVICE AREA ENROLLED, 1998-99

INSTITUTION	TOTAL FTE	ANNUAL ENROLLMENT	SERVICE AREA 18 & UP	PERCENTAGE
Alamance CC	2,770	14,753	121,664	12.13
Asheville-Buncombe TCC	4,094	23,200	212,076	10.94
Beaufort County CC	1,739	7,693	66,283	11.61
Bladen CC	849	5,246	30,770	17.05
Blue Ridge CC	1,903	12,788	109,201	11.71
Brunswick CC	1,028	7,120	67,314	10.58
Caldwell CC & TI	2,878	13,561	116,340	11.66
Cape Fear CC	4,285	22,396	186,484	12.01
Carteret CC	1,377	6,385	59,266	10.77
Catawba Valley CC	3,319	19,989	163,451	12.23
Central Carolina CC	4,100	17,553	178,286	9.85
Central Piedmont CC	10,741	57,164	624,527	9.15
Cleveland CC	1,939	8,623	91,806	9.39
Coastal Carolina CC	3,890	23,079	149,007	15.49
College of the Albemarle	1,838	8,586	121,770	7.05
Craven CC	2,195	11,180	89,008	12.56
Davidson County CC	2,478	17,187	173,530	9.90
Durham TCC	3,694	18,629	310,056	6.01
Edgecombe CC	1,878	7,874	54,702	14.39
Fayetteville TCC	8,600	38,726	292,744	13.23
Forsyth TCC	4,695	29,582	332,894	8.89
Gaston College	3,378	19,537	240,129	8.14
Guilford TCC	6,652	38,531	388,103	9.93
Halifax CC	1,692	8,307	68,768	12.08
Haywood CC	1,679	6,642	51,618	12.87
Isothermal CC	1,708	7,368	76,723	9.60
James Sprunt CC	1,262	5,879	44,250	13.29
Johnston CC	2,890	13,297	107,717	12.34
Lenoir CC	2,558	12,460	86,201	14.45
Martin CC	894	5,321	46,700	11.39
Mayland CC	995	6,656	46,524	14.31
McDowell TCC	1,146	6,648	40,113	16.57
Mitchell CC	1,696	9,614	113,516	8.47
Montgomery CC	686	3,404	24,721	13.77
Nash CC	2,025	11,195	88,112	12.71
Pamlico CC	314	1,901	12,096	15.72
Piedmont CC	1,534	6,491	55,678	11.66
Pitt CC	4,062	15,796	126,643	12.47
Randolph CC	1,874	10,584	124,142	8.53
Richmond CC	2,001	8,296	80,708	10.28
Roanoke-Chowan CC	931	3,677	51,475	7.14
Robeson CC	2,535	11,535	114,430	10.08
Rockingham CC	1,863	10,590	89,651	11.81
Rowan Cabarrus CC	3,680	19,499	245,364	7.95
Sampson CC	1,542	7,007	53,312	13.14
Sandhills CC	3,026	14,496	100,852	14.37
South Piedmont CC	1,446	6,676	134,134	4.98
Southeastern CC	2,144	7,972	52,166	15.28
Southwestern CC	1,897	8,563	69,878	12.25
Stanly CC	1,730	10,677	55,606	19.20
Surry CC	2,860	13,656	103,585	13.18
Tri-County CC	892	4,271	38,482	11.10
Vance-Granville CC	3,243	15,759	145,326	10.84
Wake TCC	7,745	47,413	574,828	8.25
Wayne CC	3,233	13,882	113,300	12.25
Western Piedmont CC	2,467	14,769	84,096	17.56
Wilkes CC	2,182	11,882	97,139	12.23
Wilson TCC	1,725	10,910	69,383	15.72
System Totals	154,482	759,936	7,566,648	10.04

CRITICAL SUCCESS FACTOR IV: RESOURCES

For any institution, educational or industrial, there is a critical mass of resources necessary for the organization to perform at an optimal level. When resources fall below this critical mass level, or when increased demand outstrips available resources, performance declines and quality suffers. The level of resources can be thought of as an indicator of the health of an organization.

An examination of the colleges' resources will indicate the capability of the institutions in providing quality educational programs. Whereas resources alone do not guarantee that a quality education will be present, without the appropriate resources, a college cannot provide students with an adequate learning experience.

The measures selected as indicators of the health of the System and the colleges as determined by resources are:

- A. Percent of college libraries meeting ALA standards
- B. Total dollar amount of budget transfers between program areas made by community colleges
- C. Average nine-month faculty salaries as a percent of the SREB average
- D. Retention rate for full-time faculty with less than five years experience
- E. Number of faculty and staff participating in professional development activities
- F. Percent of facilities meeting the "satisfactory" building condition
- G. Ratio of occupational extension FTE dollar allotment to curriculum FTE dollar allotment

RESOURCES MEASURE A: *Percent of College Libraries Meeting the ALA Standards*

Description/DefinitionCThe percent of colleges meeting the American Library Association standards for community, junior and technical colleges. Specifically, this measure looks at percent meeting the standards for number of book titles, serial subscriptions, expenditure per FTE minus salaries, library staff, and square footage.

Methodology and Data SourceCThe library data are collected through the North Carolina Higher Education Data System (NCHEDS) and the federal IPEDS data collection. The data are published in the Statistical Abstract of Higher Education in North Carolina, an annual publication of the UNC-General Administration. Data available from this publication are then compared with the standards set by the ALA to determine which colleges meet the standards. It should be noted that the ALA standards vary based on FTE of the college.

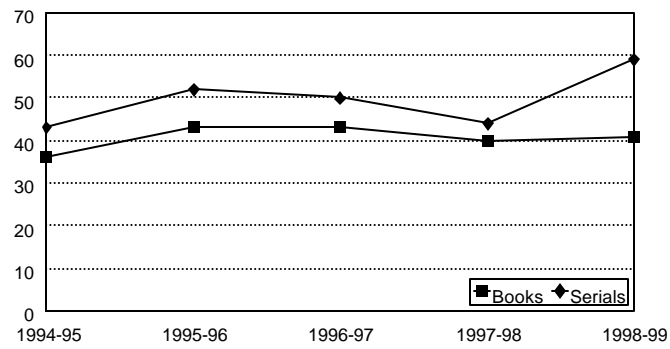
Performance TargetCNo performance target level has been set for this measure.

ResultsCThe data show that less than half the colleges meet any of the ALA minimum standards. It should be noted that the standards related to books, serials and square footage may not be as relevant with the expansion of online resources.

LEARNING RESOURCE CENTERS: COMPLIANCE WITH ACRL STANDARDS, 1998-99

MEASURE	BELOW STANDARD		MINIMUM LEVEL		EXCELLENT LEVEL	
	#	%	#	%	#	%
# of Book Titles	34	59	21	36	3	5
Serial Subscriptions	31	53	25	56	2	3
Expenditure per FTE Minus Salaries	55	95	3	5	0	0
Library Staff	49	84	9	16	0	0
Square Footage	58	100	0	0	0	0

Percentage of LRCs Meeting Standard



	1994-95	1995-96	1996-97	1997-98	1998-99
Books	36	43	43	40	41
Serials	43	52	50	44	59

RESOURCES MEASURE B: *Total Dollar Amount of Budget Transfers Between Program Areas Made by Community Colleges*

Description/DefinitionC The purpose of this measure is to serve as an indicator of the effectiveness of the resource allocation model being used by the North Carolina Community College System. The measure is simply the total dollar amount of budget transfers across program areas made by the community colleges.

Methodology and Data SourceC The source of the data are the budget accounting records maintained by the Business and Finance Division of the North Carolina Community College System Office. The total dollar amount transferred is calculated by the Business and Finance Division by comparing the initial allocation of funds with final expenditures.

Performance TargetC No performance target was set for this measure.

ResultsC No data were available for 1998-99. However, due to the delay in the publishing of this report, 1999-00 data are available and show that in 1999-00, a total of \$1.9 million was transferred between program areas by community colleges. This represents 0.65 percent of the total initial allocation.

RESOURCES MEASURE C: *Average Nine-Month Faculty Salaries as a Percent of the SREB Average*

Description/DefinitionC The nine-month average faculty salary for full-time curriculum faculty compared with the nine-month average faculty salary for full-time curriculum faculty at public, two-year institutions in the Southern Regional Education Board (SREB) states. To allow comparisons across states, a nine-month salary figure is calculated for full-time curriculum faculty; based on a computed nine-month salary.

Methodology and Data SourceC The source of the North Carolina community college faculty salaries is the fall staff data file submitted annually by each college. Total monthly salary for each full-time curriculum faculty is selected from the college data files. A nine-month salary for each full-time faculty is then calculated by multiplying the total monthly salary by 9. An average nine-month salary is then calculated for the college and the System. The SREB nine-month average salary is obtained from an annual publication titled SREB Data Exchange. The average nine-month faculty salaries are presented by state and an overall SREB average is calculated and presented.

This measure presents data on the ranking of North Carolina among the 16 SREB states in faculty salaries and calculates the percent of North Carolina faculty salaries as a function of the SREB average nine-month faculty salary.

The same methodology will be used to calculate average staff salaries once these data are available from the SREB. Until such data are available, the median salary for selected staff positions are compared with the median salaries for the same position as reported by a national survey of the College and University Personnel Association (CUPA). The positions selected are those which can be matched between the CUPA survey and the North Carolina Community College classification scheme.

Performance TargetC By 2001 increase the average nine-month salaries of full-time curriculum faculty and staff to 83.3 percent of the SREB average to the SREB average.

ResultsC The data show that no progress has been made in closing the gap between North Carolina average nine-month salary for full-time curriculum faculty and the SREB average nine-month salary. In 1998-99, the percent of the North Carolina average nine-month salary as a function of the SREB average salary remained essentially the same.

**AVERAGE 9-MONTH SALARY OF FULL-TIME CURRICULUM FACULTY AT
TWO-YEAR PUBLIC INSTITUTIONS: A COMPARISON OF NORTH CAROLINA
TO THE SREB AVERAGE, 1994-95 TO 1999-2000**

ACADEMIC YEAR	NC 9-MONTH SREB AVERAGE	SREB AVERAGE	SREB RANK*
1994-95	\$29,234	\$34,433	15
1995-96	\$30,106	\$36,146	15
1996-97	\$30,124	\$37,163	15
1997-98	\$32,206	\$37,677	15
1998-99	\$33,027	\$38,777	14**

*Ranking of 15 Southern Regional Education Board (SREB) states

**Kentucky did not report data in 1998-99; ranking is based on 14 states

**NORTH CAROLINA COMMUNITY COLLEGE MEDIAN ADMINISTRATIVE SALARIES
COMPARED WITH NATIONAL MEDIANS**

EMPLOYEE CATEGORY	CUPA MEDIAN SALARY 1998-99	NC MEDIAN SALARY 1998-99
Executive		
President	\$112,409	\$111,906
Executive Vice President	94,227	81,822
Academic		
Chief Instructional Officer	\$81,938	\$69,420
Inst. Research/Planning	66,064	57,240
Administrator-Vocational	61,350	52,722
Administrator-LRC	51,982	49,446
Institutional Research	46,549	44,916
Administrative		
Chief Business Officer	\$77,712	\$68,988
Admin.-Accounting	52,335	47,676
Supervising-Accounting	48,000	38,502
Mgmt/Plant Operations	54,964	36,648
Admin.-Computer Center	63,389	54,096
Computer Systems Admin.	53,456	37,332
Personnel Officer	56,432	35,556
Purchasing	44,406	32,544
Printing	35,754	22,200
Accounting-high	36,650	25,068
External Affairs		
Inst. Development Officer	\$51,302	\$39,522
Public Information	52,941	33,636
Student Services		
Chief Student Services Officer	\$72,445	\$62,484
Admin.-Student Services	65,281	51,474
Financial Aid Officer	49,650	36,072
Registrar/Admissions	54,000	37,992

RESOURCES MEASURE D: *Retention Rate for Full-Time Faculty with Less than Five Years of Experience*

Definition/DescriptionCThe number and percent of full-time faculty with less than five years of experience who are retained the following year.

Methodology and Data SourceCThe source of data for this measure is the fall staff data file submitted annually by each college. A subset of the data file is created which contains data on all full-time faculty with less than five years experience. This data file is then compared with the fall staff data file for the following year to determine the number and percent of full-time faculty with less than five years of experience that are retained.

Performance TargetCBy 2001 increase by 5 percent the year-to-year retention of full-time faculty with less than five years of experience.

ResultsCThe majority of full-time faculty with less than five years teaching do return to teach the following year. The rate of retention of these faculty increased from 88.7 percent in 1997-98 to 90.1 percent in 1998-99. Whereas this retention figure appears high, it should be noted that full-time faculty with less than five years experience account for approximately 36 percent of all non-returning full-time faculty, including retirees.

**RETENTION RATE FOR FULL-TIME FACULTY
WITH LESS THAN FIVE YEARS EXPERIENCE**

YEAR	TOTAL NUMBER OF FACULTY WITH LESS THAN FIVE YEARS EXPERIENCE	NUMBER WHO ARE RETAINED	PERCENT RETAINED
1997-98	1,297	1,151	88.7
1998-99	1,243	1,120	90.1

RESOURCES MEASURE E: *Number of Faculty and Staff Participating in Professional Development Activities*

Definition/DescriptionC The number of faculty and staff who participate in TIER A funded professional development activities.

Methodology and Data SourceC The data are collected annually by the Academic and Student Services Division of the North Carolina Community College System Office. The data are submitted annually by the colleges to the System Office as a requirement for receiving TIER A professional development funds.

Performance TargetC By 2001 increase by 10 percent the participation of faculty and staff in professional development programs.

ResultsC In 1998-99, 5,944 faculty and staff participated in TIER A sponsored professional development activities. Information is not available on the types of activities or length of participation.

NUMBER OF FACULTY AND STAFF PARTICIPATING
IN TIER A PROFESSIONAL DEVELOPMENT 1998-99

INSTITUTION	TOTAL FTE	NUMBER OF FACULTY & STAFF
Alamance CC	2,770	507
Asheville-Buncombe TCC	4,094	30
Beaufort County CC	1,739	65
Bladen CC	849	277
Blue Ridge CC	1,903	87
Brunswick CC	1,028	43
Caldwell CC & TI	2,878	46
Cape Fear CC	4,285	215
Carteret CC	1,377	35
Catawba Valley CC	3,319	54
Central Carolina CC	4,100	74
Central Piedmont CC	10,741	64
Cleveland CC	1,939	18
Coastal Carolina CC	3,890	81
College of the Albemarle	1,838	27
Craven CC	2,195	101
Davidson County CC	2,478	106
Durham TCC	3,694	196
Edgecombe CC	1,878	167
Fayetteville TCC	8,600	539
Forsyth TCC	4,695	38
Gaston College	3,378	274
Guilford TCC	6,652	241
Halifax CC	1,692	31
Haywood CC	1,679	16
Isothermal CC	1,708	28
James Sprunt CC	1,262	65
Johnston CC	2,890	70
Lenoir CC	2,558	245
Martin CC	894	38
Mayland CC	995	171
McDowell TCC	1,146	191
Mitchell CC	1,696	116
Montgomery CC	686	28
Nash CC	2,025	16
Pamlico CC	314	17
Piedmont CC	1,534	64
Pitt CC	4,062	71
Randolph CC	1,874	40
Richmond CC	2,001	28
Roanoke-Chowan CC	931	50
Robeson CC	2,535	354
Rockingham CC	1,863	74
Rowan Cabarrus CC	3,680	148
Sampson CC	1,542	37
Sandhills CC	3,026	56
South Piedmont CC	1,446	44
Southeastern CC	2,144	24
Southwestern CC	1,897	10
Stanly CC	1,730	226
Surry CC	2,860	17
Tri-County CC	892	23
Vance-Granville CC	3,243	45
Wake TCC	7,745	96
Wayne CC	3,233	51
Western Piedmont CC	2,467	79
Wilkes CC	2,182	29
Wilson TCC	1,725	61
System Totals	154,482	5,944

RESOURCES MEASURE F: *Percent of Facilities Meeting the "Satisfactory" Building Condition*

Definition/DescriptionC The percent of community college facilities that meet "satisfactory" building conditions as measured in the Annual Facilities Inventory and Utilization Study. "Satisfactory" is defined as the facility is suitable for continued use with normal maintenance.

Methodology and Data SourceC Data are collected from the colleges and analyzed annually by the Higher Education Facilities Commission housed at UNC-General Administration. The rating of facilities as "satisfactory" is done by the individual colleges. The measure is the percent of all facilities that meet the satisfactory building condition.

Performance TargetC By 2001 improve by 10 percent the statewide percentage of facilities meeting "satisfactory" building conditions, as measured in the Annual Facilities Inventory and Utilization Study.

ResultsC In 1998-99, 90 percent of statewide facilities met the "satisfactory" building conditions.

**RESOURCES MEASURE G: *Ratio of Occupational Extension FTE Dollar
Allotment to Curriculum FTE Dollar Allotment***

Description/DefinitionC The ratio of dollars allocated per occupational extension FTE to dollars allocated per curriculum FTE generated by community colleges.

Methodology and Data SourceC The source of the data is the Business and Finance Division of the North Carolina Community College System Office. The measure is simply a ratio comparing the dollar value of an occupational extension FTE to the dollar value of a curriculum FTE.

Performance TargetC By 2000 increase the funding level of occupational extension offerings to that of curriculum programs.

ResultsC In 1998-99 the ratio of the occupational extension FTE dollar allotment to the curriculum FTE dollar allotment was 1 to 1.17 (1:1.17), meaning that for every dollar generated by an occupational extension FTE, \$1.17 was generated by a curriculum FTE.

CRITICAL SUCCESS FACTOR V: TECHNOLOGY

The application of technology to education represents a critical factor in the success of community colleges meeting the education and training needs of the citizens of North Carolina. Whether it is to meet the demands of employers for workers with the latest high-tech skills or to meet the growing demand for education and training from people throughout the state, the community colleges must continue to integrate technology into the way programs are delivered and upgrade faculty on the uses of the new technology.

In order to meet the challenges of the technological challenges of the future, the community college system must focus on three areas. First, the technological infrastructure that supports the delivery of instruction must be fully developed. Second, faculty must be trained in the use of the new technologies. Third, courses and programs that can be delivered by way of these new technologies must be developed and made available.

The measures comprising the critical success factor of technology are:

- A. Number of participants in internally-contracted professional development activities on technology based competencies
- B. Number of participants in system sponsored instructional technology conferences
- C. Number of colleges participating in the NC Virtual Learning Community
- D. Number of colleges connected to the North Carolina Information Highway
- E. Number of colleges possessing the FCC license for wireless cable systems
- F. Number of courses and programs offered via telecourse, wireless cable systems, the Internet, two-way video, etc.
- G. Number of courses offered through the NC Virtual Learning Community
- H. Enrollment in courses offered through the NC Virtual Learning Community

TECHNOLOGY MEASURE A: ***Number of Participants in Internally Contracted Professional Development Activities on Technology-Based Competencies***

Description/DefinitionCRecognizing the knowledge and skills that some North Carolina Community College faculty and staff have developed in the area of technology, this measure is designed to encourage more use of faculty and staff as leaders of professional development activities in the area of technology-based competencies. The measure will be the number of participants in these "internally contracted" professional development activities.

Methodology and Data SourceCData will be collected by the Academic and Student Services Division of the North Carolina Community College System Office as part of their annual evaluation of professional development activities and distance learning activities.

Performance TargetCBy 2000 organize and deliver internally-contracted professional development activities on technology-based competencies for 25 percent of full-time faculty and staff for each college.

ResultsCThis is a new measure being developed with the 1999-2001 Strategic Plan; therefore, no data are available for 1998-99.

TECHNOLOGY MEASURE B:

***Number of Participants in System Sponsored
Instructional Technology Conferences***

Description/DefinitionC The number of community college faculty and staff who participate in instructional technology conferences sponsored by the North Carolina Community College System.

Methodology and Data SourceC Data will be collected by the Academic and Student Services Division of the North Carolina Community College System Office as part of their annual evaluation of professional development activities and distance learning activities.

Performance TargetC No performance target level has been set for this measure.

ResultsC This is a new measure being developed with the 1999-2001 Strategic Plan; therefore, no data are available for 1998-99.

TECHNOLOGY MEASURE C:

***Number of Colleges Participating in the NC
Virtual Learning Community***

Description/DefinitionC The North Carolina Virtual Learning Community is a consortium of community colleges sharing in the development and delivery of courseware via the Internet. This measure is a simple count of the number of community colleges participating in the virtual learning community.

Methodology and Data SourceC Data on courses offered through the virtual learning community and number of colleges participating will be collected by the North Carolina Community College System Office.

Performance TargetC By September 2000 begin delivery of instruction through the NC Virtual Learning Community.

ResultsC The virtual learning community is a new project of the North Carolina Community College System. All 58 community colleges joined the virtual learning community in 1998.

TECHNOLOGY MEASURE D:

***Number of Colleges Connected to the North
Carolina Information Highway***

Description/DefinitionCOne objective of the 1999-2001 Strategic Plan is to increase by 10 percent the number of education and training opportunities available through alternate delivery systems. This measure provides information on the number of community colleges connected to the North Carolina Information Highway.

Methodology and Data SourceCData on the number of colleges connected to the North Carolina Information Highway are maintained by the Administration Division of the North Carolina Community College System Office.

Performance TargetCNo performance target level has been set for this measure.

ResultsCIn 1998-99, 32 colleges plus the System Office were connected to the North Carolina Information Highway. A total of 41 different sites were connected with some colleges supporting multiple sites.

TECHNOLOGY MEASURE E:

***Number of Colleges Possessing the FCC
License for Wireless Cable Systems***

Description/DefinitionCCommunity colleges have applied to the FCC for wireless cable or ITFS licenses. This measure is a count of the number of colleges that have been granted a license for wireless cable systems. The measure supports the objective in the 1999-2001 Strategic Plan to increase by 10 percent the number of education and training opportunities available through alternate delivery systems.

Methodology and Data SourceCThe Administration Division of the North Carolina Community College System Office maintains data on the number of colleges who have been granted a wireless cable systems license.

Performance TargetCNo performance target level has been set for this measure.

ResultsCIn 1998-99, 16 colleges had been granted licenses for wireless cable systems and 24 colleges had applications pending.

TECHNOLOGY MEASURE F:

Number of Courses and Programs Offered via Telecourse, Wireless Cable, the Internet, Two-Way Video, etc.

Description/DefinitionC The number of courses and programs offered and enrollment in courses and programs offered through telecourses, wireless cable, the Internet, two-way video, and other alternate delivery systems. The measure supports the objective in the 1999-2001 Strategic Plan to increase by 10 percent the number of education and training opportunities available through alternate delivery systems.

Methodology and Data SourceC Data on number of courses/programs offered and enrollment in those programs and courses is maintained by the Academic and Student Services Division of the North Carolina Community College System Office as part of the evaluation of distance learning activities. The data available for 1998-99 were gathered through a survey of community colleges by the Distance Learning Section of the System Office.

Performance TargetC By 2001, increase by 10 percent the number of education and training opportunities available through alternate delivery systems.

ResultsC In 1998-99, 300 curriculum courses were offered through these alternate delivery systems. These courses represented 7.1 percent of all curriculum courses offered during 1998-99. Enrollment in the courses totaled 33,169 students. The table below gives the enrollment by method of delivery.

**ENROLLMENT IN DISTANCE LEARNING COURSES, 1998-99
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**

DELIVERY MODE	ENROLLMENT
Telecourses	17,496
Internet Courses	9,597
Two-Way Video Courses (NC Information Highway)	4,314
Tele-Web Courses (Telecourse + Internet)	1,066
Other Courses	695

TECHNOLOGY MEASURE G:

***Number of Courses Offered Through the NC
Virtual Learning Community***

Description/DefinitionC The number of courses offered through the NC Virtual Learning Community. These are courses that have been developed by and accepted for use in the NC Virtual Learning Community.

Methodology and Data SourceC The Academic and Student Services Division of the North Carolina Community College System Office maintains data on the courses offered through the NC Virtual Learning Community.

Performance TargetC By September 2000 begin delivery of instruction through the NC Virtual Learning Community. No specific performance target level for number of courses offered has been set.

ResultsC In 1998-99 no courses were available through the NC Virtual Learning Community. Ten courses were in the development stage in 1999-2000, and it was anticipated that delivery of instruction would begin in 2000.

TECHNOLOGY MEASURE H:

***Enrollment in Courses Offered Through the
NC Virtual Learning Community***

Description/DefinitionC The enrollment in courses offered through the NC Virtual Learning Community.

Methodology and Data SourceC The Academic and Student Services Division of the North Carolina Community College System Office maintains data on the courses offered through the NC Virtual Learning Community.

Performance TargetC By September 2000 begin delivery of instruction through the NC Virtual Learning Community. No specific performance target level for enrollment in courses offered has been set.

ResultsC In 1998-99 no courses were available through the NC Virtual Learning Community. Ten courses were in the development stage and it was anticipated that delivery of instruction would begin in 2000. Once courses are available, data on enrollment will be tracked.